MANITOBA
SOCIAL STUDIES ASSESSMENT
PROGRAM
1984

FINAL REPORT

Manitoba
Education

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MANITOBA SOCIAL STUDIES ASSESSMENT PROGRAM 1984

FINAL REPORT

A REPORT OF THE

CURRICULUM DEVELOPMENT AND IMPLEMENTATION BRANCH

MANITOBA EDUCATION

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PREFACE

The Final Report is the second of two reports on the findings of the Social Studies Assessment Program 1984. It contains a summary of test results and interpretations, as well as conclusions and recommendations. These are based on the interpretations of panels of teachers and other educators. Regional meetings of teachers for the discussion of results and conclusions are planned for January, 1985. Teachers and school administrators are encouraged to review the conclusions and recommendations for applicability to their programs and to their own students. A review of the objectives assessed by the tests is recommended prior to interpretation of results at the local level.

The Preliminary Report, which was distributed to schools in June, 1984, contains the basic results of student performance on each item as well as summary data where applicable. This information is presented for use by classroom teachers in forming judgments about the instructional program. All data are based on the provincial sample as a whole; no individuals, schools, or divisions are identified.

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- The contract team who gave professional assistance in every phase of the project
- The Joint Committee on Evaluation which provided guidance throughout the the program
- The Social Studies Technical Advisory Committee which advised on test production and analysis of results
- The teachers and others who participated in the review of objectives
- The school administrators, teachers, and students who were involved in the pilot testing
- The teachers who participated in the teacher surveys
- The divisions and schools that released their teachers to assist in the program
- The staffs of the Bureau de l'Education Française, the Curriculum Development and Implementation Branch, and the Native Education Branch who provided necessary support throughout the program
- The secretaries of the Faculty of Education and Manitoba Education for their excellent work in typing the manuscripts.

A WORD OF CAUTION ABOUT THE ASSESSMENT PROGRAMS

All measurements of knowledge and attitudes are subject to errors of measurement. These errors can occur in a number of ways: the specification of skills and objectives, the selection of materials and production of test questions, the weighting of questions, the interpretation of these results. In the assessment program, effort has been made to minimize the error. The intent of the assessments is to obtain estimates of the performance of Manitoba students.

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CHAPTER I

OVERVIEW AND HIGHLIGHTS OF THE SOCIAL STUDIES ASSESSMENT

Students in grades 3, 6, 9, and 12 participated in a Social Studies Assessment program in April, 1984. Ten percent of students in grades 3, 6, and 9 public school classrooms were randomly designated for the provincial sample. Ten percent of schools enrolling students in grade 12 were selected for the grade 12 provincial sample.

For their own evaluation purposes, schools were permitted to request that additional students write the tests. Slightly over 90% of all grade 3, 6, and 9 students wrote the tests.

The tests were designed to assess students in the four categories of objectives as described in the Social Studies curriculum: Knowledge, Thinking and Research Skills, Attitudes and Values, and Social Participation. The objectives for assessment were outlined by the Technical Advisory Committee and reflected the recommendations of teachers throughout the province. The results provide information for curriculum review and development at the provincial and local levels, as well as for teachers and other educators to assist in the review of their programs.

Nature of the Assessment

The Social Studies tests were designed to provide data on a number of objectives within four major areas of the curriculum. These include:

- Knowledge objectives: These identify the subject matter which students are expected to acquire, understand and use, usually divided into facts, concepts, and generalizations.
- Thinking and Research Skill objectives: These objectives are to assist students to develop divergent thinking skills and such research skills as gathering and interpreting data and drawing conclusions more effectively.
- Attitude and Value objectives: These objectives are to assist students to develop attitudes, feelings, sensitivities, interests, and values which enable them to become more effective and responsible citizens.
- Social Participation objectives: These objectives are designed to help develop informed people who will participate effectively with others to achieve mutual goals, participate actively in society (i.e., to criticize it constructively and to work to improve it where necessary) and participate in group discussion and group decision-making.

Major Findings and Recommendations of the Curriculum Assessment

Grade 3 Findings

Knowledge. Student performance on the Knowledge subtests received ratings from "Strength" to "Marginal". Students rated a "Strength" on the Community Situation subtest. On both the Meeting Needs and Wants and the Cooperation and Conflict subtests students rated "Very Satisfactory". On the General Information subtest students rated "Marginal". It should be pointed out, however, that the curriculum does not specify that students should learn this information.

Thinking and Research Skills. Student performance in this category received ratings from "Very Satisfactory" to "Unsatisfactory". Performance on Meeting Needs and Wants and Comparing Communities was rated "Very Satisfactory". Graph, Picture and Map subtest skills were rated "Satisfactory". Performance on the Community History subtest was rated "Unsatisfactory".

Attitudes and Values. Students performed very positively on the thirteen items in this category.

Social Participation. Students indicated a high level of active involvement in the Social Participation objectives of the curriculum.

Grade 3 Recommendations

The major recommendations that emerge from the grade 3 results can be summarized as follows:

1. Future revisions of the grade 3 curriculum guides should incorporate the information from the assessment. These should include more attention to the statement of objectives, particularly those in the Values and Social Participation areas, more suggestions for activities related to specific concepts and skills, and more suggestions for evaluation of students' progress in meeting all objectives of the curriculum.
2. Pre-service and in-service workshops should stress implementation and focus on specific topics such as evaluation of students' achievements, higher level thinking skills, and concept development.

Grade 6 Findings

Knowledge. Student performance on the Knowledge subtests received ratings ranging from "Satisfactory" to "Unsatisfactory". Performance was judged as "Unsatisfactory" on the subtest dealing with First Inhabitants, Exploration and Early Settlement while an "Unsatisfactory/Marginal" rating was given to performance on the Loyalists subtest. Performance on items relating to the Red River Settlement was judged "Marginal" while student responses on the subtest dealing with Confederation were rated as "Unsatisfactory". Student performance on the 19th Century Western Canada subtest was judged to be "Marginal/Satisfactory" while a "Satisfactory" rating was given to their performance on items relating to 20th Century Canada.

Thinking and Research Skills. Student performance on the Thinking and Research Skills subtests received ratings ranging from "Very Satisfactory" to "Satisfactory". Performance on subtests dealing with locating information, acquiring information, and organizing information was judged to be "Very Satisfactory" in each case. A "Satisfactory" rating was given to student performance in the areas of interpreting and evaluating information.

Attitudes and Values. Responses to a variety of items indicate that the majority of students are in agreement with attitude and value statements that support a tolerant society based on equal rights, freedom of political activity and recognition based on merit. Further, the majority of students support preservation of the historical dimensions of their communities and look favorably upon the study of history. There were, however, a significant number of students who did not agree with items that supported the above orientations, suggesting doubt on the part of these students regarding some basic tenets of Canadian society. Student responses also indicate a possible lack of experience in dealing with value issues, both in historical and current contexts.

Social Participation. Student responses indicate a commitment to participatory decision-making among peers but mixed views toward the notion of a citizen as an active political participant. About half of the students saw themselves as knowing how to participate in their communities in various ways and a similar proportion indicated that they had participated in some manner during the past year. With respect to active student participation in the learning process, the majority of students viewed this as being the exception rather than the rule in their classrooms.

Grade 6 Recommendations

1. Manitoba Education consultants, in cooperation with educators and other interested parties, should review the grade 6 curriculum in light of information arising from the assessment. Specific attention needs to be paid to clarifying just what knowledge students are to be expected to retain and how the participatory and inquiry-oriented methodological stance of the curriculum can be reconciled with its knowledge expectations.

2. In-service and pre-service efforts by Manitoba Education, school divisions, and faculties of education should stress implementation of the social history perspective of the grade 6 curriculum.

3. Teacher and student materials suitable for supporting the knowledge expectations of the grade 6 curriculum, its inquiry focus, and its social history theme should be found or developed, both by Manitoba Education and at the divisional level. The funding necessary for acquisition and development of materials and for making these materials available in classrooms should be given a high priority.

4. While teachers appear to be doing a good job of teaching a variety of skills, they should be encouraged to provide numerous and varied opportunities for students to practice higher level thinking skills. Such encouragement, to be provided by Manitoba Education, school divisions, and faculties of education, can occur through sample learning experiences based on the curriculum and through examples of evaluation strategies appropriate to these higher level thinking skills.

5. Teachers should provide more opportunities for students to analyze value issues in the context of their study of social history. Manitoba Education and faculties of education should assist teachers in this area through in-service and pre-service training and by means of materials, model lessons and sample evaluation strategies.

6. Teachers should engage students in studying political processes as they occur in historical contexts and in comparing these with political processes in a variety of current contexts such as classrooms and local communities. Manitoba Education and faculties of education should support teacher efforts in this area through in-service and pre-service activities, and by providing examples of materials, lessons, and evaluation strategies.

7. Implementation efforts should be a top priority for teachers, Manitoba Education, school divisions, and faculties of education. These efforts should include:
   - pre-service and in-service related to the new curriculum and the methodologies recommended in it;
   - identification, development and purchase of suitable resources to support implementation; and
   - encouraging the use of local communities as learning resources, both through supportive policies and necessary funding.

Grade 9 Findings

Knowledge. Student performance on the Knowledge subtests received ratings ranging from "Marginal" to "Very Satisfactory". Performance was assessed as "Marginal" in three areas of the grade 9 program: the Overview of Canada, the Political Process, and the Economic Process. Performance was assessed as "Satisfactory" in five areas of the program: Who Is a Canadian?; Multiculturalism; Canada's Interdependence; Canadian

Society; and Canada and the World. Student performance was assessed as "Very Satisfactory" in three areas of the program: the Legal Process; Canada's Physical Environment; and Canada's Relationship with the Third World.

Thinking and Research Skills. Student performance in the Thinking and Research Skills subtests similarly varied from "Marginal" to "Very Satisfactory". Performance in the area of general Social Studies skills was assessed as "Satisfactory", with ratings of "Very Satisfactory" being given to performance on the use of maps and the interpretation of charts and graphs. Performance ranged between "Marginal" and "Satisfactory" in the skills of assessing and analyzing arguments and evidence, for example, in the form of newspaper editorials and cartoons.

Attitudes and Values. Students' responses indicate that they support a tolerant society based on respect, equal rights, freedom of expression, and citizen participation in public affairs. At the same time, a significant number of students disagreed with some fundamental features of Canadian society, most notably on the issue of language. Most striking was the substantial number of students who were unable to give a personal opinion on a large number of current issues or problems, implying that they had perhaps not stopped to think about current affairs.

Social Participation. So far as Social Participation objectives are concerned, the great majority of students expressed themselves in favour of citizen participation in public affairs and indicated that they knew about the various ways in which this participation can take place. Perhaps not surprisingly, the great majority of grade 9 students indicated that they had not themselves taken part in political activity. With regard to active participation in their own learning in classrooms, the majority of students reported themselves as seeing this as being the exception rather than the rule, although most students did report at least some experience with such things as discussion and discovery learning.

Grade 9 Recommendations

1. Manitoba Education consultants and the appropriate curriculum committees should review the grade 9 curriculum in the light of this assessment in order to (a) make statements of objectives as clear and precise as possible; (b) specify what knowledge students are expected to retain; and (c) clarify the balance among and priority of the various goals of the curriculum.

2. In-service and pre-service efforts by school divisions, the universities, and Manitoba Education should emphasize the teaching of current affairs, controversial issues and analytical skills.

3. Teachers should place more emphasis on teaching strategies which involve links with the wider community, especially through the use of field trips, visits and resource people, and speakers.

4. Manitoba Education and teachers should disseminate knowledge of the worthwhile and useful teaching strategies to be found in classrooms so that all teachers can benefit from them.

5. Teachers should ensure that students gain experience with the analysis and interpretation of arguments presented in various forms, e.g., through newspaper editorials, cartoons, verbal statements, pictures, and visual presentations.

6. Teachers should place more emphasis on the integration of current events and issues into their teaching of the grade 9 curriculum.

7. Manitoba Education, teachers, and the appropriate curriculum committees should place particular emphasis on finding ways to improve three particular units of the grade 9 curriculum: the Overview of Canada; the Political Process; and the Economic Process.

8. Manitoba Education and the appropriate curriculum committees should continue their efforts to identify, distribute, and, where necessary, produce appropriate materials for teachers and students working with the grade 9 curriculum.

9. Implementation must be a high priority for teachers, school divisions, Manitoba Education, and the teacher-training institutions.

Grade 12 Findings

Knowledge. Student performance at the 300/305 level in this category was judged to be "Satisfactory" for the Canada, the World and Current Issues subtest but was judged to be "Marginal" in the subtests on Canadian History and Politics; Mapwork; and Economic and Social Change. Student performance at the 301/304 level in all four subtests was judged to be "Unsatisfactory".

Thinking and Research Skills. Student performance at the 300/305 level was judged to be a "Strength" in the Economic and Social Change subtest. Student performance was "Very Satisfactory" for Canadian History and Politics and for Canada, the World and Current Issues. Performance was "Marginal" for Mapwork. Student performance at the 301/304 level was judged to be "Satisfactory" for Canadian History and Politics, for Canada, the World and Current Issues, and for Economic and Social Change. Performance was "Marginal" in Mapwork skills.

Attitudes and Values. Student response to the statements in this category revealed definite attitudes towards some situations but for nearly half of the statements the largest proportion of students at both levels was "undecided". The items requiring written paragraphs, while generally satisfactory, produced a polarization of views which were supported by a variety of responses ranging from clear, logical, and grammatically correct to thoughtless and confused.

Social Participation. Student response revealed evidence of political awareness and substantial involvement in community affairs. This was more evident with the 300/305 group. Information about current events for both levels came from essentially the same sources. Classroom activity appeared largely teacher-centred with some examples of active student involvement throughout the year.

Grade 12 Recommendations

1. Objectives and terminology in Manitoba Education curricula should be more precise to allow for effective evaluation by teachers.
2. Manitoba Education should clarify the interconnection between the four categories of objectives - a reasonable balance is essential.
3. Greater emphasis should be placed on Geography and its skills - graphicacy and the interpretation of maps, photographs, graphs, and diagrams.
4. Teachers should make greater use of textbook photographs, political cartoons, editorials, and letters.
5. Students need basic information before they can form attitudes, values, and opinions.
6. Teachers should adhere more closely to the curriculum outlines. Areas of interest to teachers and students should be taught in the thirty percent optional time after the core curriculum has been covered.
7. Administrators should encourage professional development for non-specialist Social Studies teachers.
8. Teachers should deal with controversial issues and help students analyze them and come to some reasoned opinion.
9. Teachers should make greater use of community resources.
10. Students should develop political awareness beyond an understanding of political parties, i.e., the politics of control and participatory politics (involvement in local, school, sports, and municipal issues, debates, etc.).
11. Administrators should give consideration to developing credit courses in community work.
12. Teachers should spend more time dealing with current Canadian and world issues, including women's issues, at all grade levels, especially when they occur rather than at the appropriate place in the curriculum.
13. More emphasis should be placed by teachers upon research, communication and study skills and upon critical thinking.

14. Greater emphasis must be placed on the development of skills in classroom assignments. A committee(s) should look at the skills listed on pp.86-92 of the 1981 Social Studies K-12 Interim Guide and identify the skills appropriate to each grade level. Supporting skills exercises directly reflecting the content at each grade level should be prepared and distributed.

15. Manitoba Teachers' Society, Manitoba Education, and faculties of education should develop Social Studies through pre-service and in-service training, by developing and disseminating materials helpful to non-Social Studies teachers, and by examining relevant teaching strategies.

Major Findings and Recommendations of the Teacher Survey

Teacher Survey Findings

The Social Studies Assessment was accompanied by a survey of teachers which was intended to provide a general picture of teachers' beliefs, practices, and needs concerning Social Studies education.

Teachers at all levels indicated wide agreement on the goals of Social Studies education. When asked to identify which statements they supported from a list of statements containing the most usual descriptions of goals, the great majority of teachers opted for those which dealt with student autonomy. Thus, for example, teachers want students to learn to make rational decisions about social and personal issues; to become independent learners; and to consider alternative futures and their place within them. Less often supported was the goal of transmitting the cultural heritage, although it was not ignored. The least popular goals were those dealing with students learning the concepts of the Social Sciences or principles and generalizations concerning individual and social behaviour.

The great majority of teachers reported that they were aware of the new Social Studies curriculum and about half of them have attended awareness sessions. About half of the teachers report that they have been involved in implementation workshops and in-service sessions, although, by the same token, about half have not. Teachers report a high degree of satisfaction with the nature and the content of the curriculum guides and related materials.

The great majority of teachers reported that they have a good deal of control over their own teaching. They choose their own teaching strategies, have a fair degree of influence over the selection of materials, control the ways in which they evaluate students and, in general, control their own classrooms. The area in which they feel that they have least control or influence is in the planning and design of in-service workshops.

In this regard, most teachers reported that the most useful and most used sources of professional advice are their colleagues. In second place comes the Manitoba Teachers' Society and its activities followed by Manitoba Education. Least often used by teachers as sources of advice and assistance are the universities and school division officials.

Teachers reported the use of a wide range of teaching strategies and it seems clear that Manitoba Social Studies classrooms are characterized by a diversity of approaches. About two-thirds of teachers, at least to some extent, involve students actively in their lessons through discussion, group work and so on. At the same time it should be noted that approximately 30% of teachers report that they never take students on field trips, use visiting speakers or simulation exercises, or use primary source materials in their classrooms. Teachers control student evaluation procedures and, in most cases, make most use of ongoing evaluation of students' work and activity. External examinations and standardized tests meet with little favour and get little use.

Teacher Survey Recommendations

1. Manitoba Education and teachers should collect and disseminate information about useful and worthwhile teaching activities so that all teachers might benefit from them.
2. Teachers should make as much use as is appropriate of field trips, speakers, simulations, and other non-traditional activities.
3. The teacher training institutions should emphasize teaching strategies which involve students actively in useful and worthwhile learning.
4. The teacher training institutions and the universities should be encouraged to become actively involved in professional development work with teachers.
5. Manitoba Education should continue its implementation activities and ensure that questions of teaching strategies and resources are dealt with.
6. School divisions and teachers should ensure that Social Studies curriculum implementation becomes an important part of professional development for those teachers concerned.

CHAPTER II

THE SOCIAL STUDIES ASSESSMENT PROGRAM

The Social Studies Assessment Program is part of the overall Manitoba Student Assessment Program, as recommended by the Joint Committee on Evaluation and approved by the Minister of Education. The purposes for the assessment programs are:

1. To provide benchmark indicators about the level of student achievement in the Province of Manitoba.
2. To obtain data on student achievement that will assist in curriculum and program improvement at the provincial and local level.
3. To assist school divisions in student and system evaluation.
4. To help teachers improve their student evaluation skills.

Format of the Reports

The first chapter of this, the Final Report, provides a brief overview of the assessment procedures, findings, and recommendations. This material is a distillation of what follows in the remainder of the report, namely: achievement results and their interpretation, by grade level; results of the teacher survey; and conclusions and recommendations.

The raw data on student achievement were previously published without interpretation in the Manitoba Social Studies Assessment Program 1984 Preliminary Report. Since publication of the Preliminary Report, the data have been reviewed by Interpretation Panels and the Technical Advisory Committee. The views of these groups have been incorporated into the summary presentation of results and interpretations provided in this document. All of the results presented in this report and the Preliminary Report are based on the province as a whole, with no identification of individuals, schools, or school divisions.

Social Studies Categories of Objectives

The Social Studies tests were designed to assess the kinds of Knowledge, Thinking and Research Skills, Attitudes and Values, and Social Participation categories of objectives given priority for assessment by Manitoba teachers. The number of items in each of these categories for each grade is given in Table 1.

Table 1

Number of Test Items for Each Category in Each Grade

Category of Objectives	Number of Items			
	Grade 3	Grade 6	Grade 9	Grade 12
Knowledge	26	40	52	48
Thinking and Research Skills	30	45	36	41
Attitudes and Values	11	35	24	24
Social Participation	23	49	10	35

Item examples from the 4 categories of objectives are given below.

Knowledge. Items in this category represent facts, concepts, or generalizations. This item is from the grade 3 test.

Which of the following is a service?

A. Ice cream cones
B. Bicycles
C. Car wash
D. Shoes

Thinking and Research Skills. Items in this category relate to gathering and interpreting data, drawing conclusions, and thinking critically. This item is from the grade 9 test.

To find out most quickly whether a Canadian Studies textbook has a chapter on "Canadian Government", one should

A. read the Index.
B. read the whole book.
C. read the Table of Contents.
D. read the Bibliography.
E. read the Introduction.

Attitudes and Values. Objectives in this category enable students to become more effective and responsible citizens. The following item was taken from the grade 6 test.

Good luck and powerful friends are a lot more important than hard work and brains when it comes to being successful.

A. Strongly agree
B. Agree
C. Undecided
D. Disagree
E. Strongly disagree

Social Participation. Objectives in this category are designed to develop informed people who will participate effectively in society. These items were taken from the grade 12 test.

Have you ever done any of the following in your school or community in the last 5 years?

16. Done any volunteer work in a hospital or convalescent home or done chores or errands for senior citizens or handicapped persons.
17. Donated time and effort to a community project (for example: supervising a children's group, making park equipment, cleaning up an area, etc.).

Steps in the Assessment Program

The procedures of the Social Studies Assessment Program are similar to those followed for previous provincial assessments conducted by Manitoba Education. Following the selection of Social Studies as the area for assessment, a Social Studies Technical Advisory Committee (TAC) and a contract team were established to assist in the actual production of the tests and reporting of the results.

The Social Studies TAC consisted of 13 teachers with experience in teaching Social Studies. Members of the contract team and consultants in the Curriculum Development and Implementation Branch of Manitoba Education served as advisors to the Committee. One person from the Assessment Section of the Curriculum Development and Implementation Branch of Manitoba Education served as chairperson of the TAC.

The major steps involved in the Assessment Program are outlined below:

Step One: Identification of Objectives

The Assessment Section of the Curriculum Development and Implementation Branch and the contract team produced a list of Social Studies objectives for each of the four grade levels to be assessed. The objectives for grades 3, 6, and 9 were derived from the Manitoba Social Studies curriculum for the respective grades. The assessment at the grade 12 level was general in nature and was not a direct assessment of any grade 12 courses. It was an assessment of the general knowledge, skills, and attitudes in Social Studies that young people are expected to have acquired by the time they complete their high school education. The objectives that were derived for the grade 12 assessment, therefore, reflected this general purpose with a large proportion originating from the grade 10 and 11 Social Studies curricula. The TAC reviewed the objectives and the procedures for the selection of objectives to be tested.

Step Two: Selection of Objectives

Teachers of Social Studies from districts and divisions throughout Manitoba rated the importance of the objectives for instruction and for assessment. Regional meetings were held in various locations in Manitoba for this purpose. The data collected at the meetings were compiled and used in the selection of objectives for the tests.

Step Three: Production of Test Items

The TAC recommended the format for the tests based on the input from teachers at the regional meetings. The contract team with the assistance of the TAC produced test items according to these specifications. Special attention was given to producing items for the four categories of objectives: Knowledge, Thinking and Research Skills, Attitudes and Values, and Social Participation. All test items were reviewed and modified, when necessary, by the TAC before inclusion in the pilot tests. This was done to ensure accuracy of the wording, appropriate readability, and technical quality of the items.

Step Four: Pilot Testing

The pilot tests were administered to several classes of students at each of the four grade levels. The test results were analyzed to determine the adequacy of test items. Items were modified or deleted as necessary by the TAC and rewritten by the contract team.

The final versions of the tests were reviewed and edited by the TAC.

Step Five: Provincial Administration of Tests

The tests were administered on April 12, 1984 to students in grades 3, 6, 9, and 12.

Approximately 10% of the students in grades 3, 6, 9, and 12 were randomly designated for the provincial sample. The actual sample of student tests analyzed was slightly over 90% of the designated sample at the grade 3, 6, and 9 levels while 71% of the designated sample for grade 12 was analyzed. The sample loss was due primarily to student absence and transfer. The greater loss at the grade 12 level was probably due to the fact that the test was not an assessment of a specific subject that students were taking at the time.

Tests at each level were divided into four parts, corresponding to the four categories of objectives. The majority of items were multiple choice format, although there were some essay type items in each test. Students at the grade 3 level answered all questions in the test booklet while students in the other grade levels placed answers to multiple choice items on a standard machine-scoreable answer sheet and responded to the essay type questions in the test booklets.

Step Six: Reporting of Results

The Preliminary Report on Social Studies test data was produced and distributed to all schools. The Final Report presents a summary of the results at all grade levels as well as the results of teacher surveys. Interpretations, conclusions, and recommendations are

included in this report. A Social Studies circular will be produced following the distribution of the Final Report. This circular will be a short summary of the assessment and will include the major conclusions and recommendations of the assessment.

Step Seven: Interpretation of Results

Since no adequate performance criteria were available from previous Social Studies assessments, the actual performance of students was evaluated by an Interpretation Panel for each of the tests. The Interpretation Panels consisted of a representative group of Social Studies teachers and one school trustee. The input of the Interpretation Panels was used by the TAC to make conclusions and recommendations presented in the Final Report.

The members of the Interpretation Panel for each test reviewed the test questions and determined two levels of performance:

> "Adequate performance--the minimum percentage of students in the Province that you think must answer an item correctly in order for the performance to be considered satisfactory. Performance below the adequate level would, in your opinion, be considered indicative of a weakness."
>
> "Desirable performance--the percentage of students in the Province that you would like to see complete an item correctly; a goal toward which to strive. Performance at or above the desired level would, in your opinion, be considered indicative of a strength."

The item estimates for adequate and desirable performance were averaged for all items belonging to a particular topic area or subtest, thus providing estimates for the subtest. This was done without recourse to the actual data of the provincial samples.

Interpretation Panel members rated the performance of the provincial sample on each subtest by comparing actual achievement with their estimated adequate and desirable levels of performance. The following five-point scale was used:

STRENGTH:	Actual achievement is well beyond what is acceptable, and at or above what is desirable.
VERY SATISFACTORY:	Actual achievement is somewhat beyond what is acceptable, but below what is desirable.
SATISFACTORY:	Actual achievement corresponds to that which is acceptable.
MARGINAL:	Actual achievement is somewhat below what is acceptable but not to the point of being totally unacceptable. This is considered to be an area where some additional work seems necessary.
UNSATISFACTORY:	Actual achievement is well below what is acceptable. This is considered to be an area of weakness and remediation is deemed necessary.

French Language Versions of the Social Studies Tests

The Joint Committee on Evaluation recommended that the test instrument for Social Studies be produced in both the French and English languages at the grade 12 level.

Teachers at the grade 12 level had the option of testing their students in either the English or French language. Results for the English and French language students are combined in the report of the provincial sample for grade 12.

Teacher Surveys

In addition to the assessment on student achievement, teachers at the grade 1 to 11 levels were surveyed to collect information which would assist in the general interpretation of the student achievement data. The surveys and their findings are discussed in Chapter VII.

CHAPTER III

GRADE 3 RESULTS

The grade 3 Social Studies curriculum includes four types of objectives: Knowledge objectives, Thinking and Research Skills objectives, Attitudes and Values objectives; and Social Participation objectives. The assessment has attempted to examine students' performance on all four types.

Some factors which placed limitations on the assessment should be mentioned. These include awareness that the students at this grade level have

1) limited reading ability;
2) a relatively short attention span;
3) a lack of familiarity with the multiple choice, paper and pencil format; and
4) limited ability to write long answers in a short time period.

All of these had implications for the assessment and were considered in making decisions about assessment items.

The assessment was complicated further by the nature of the grade 3 curriculum. A substantial part of the grade 3 curriculum is a study of each child's home community and of other communities selected by the teacher. This meant that there was no unit with a common body of content which could be examined. As a result, assessment items centred on concepts common to any community that would have been studied in any grade 3 classroom in the province.

A total of 1213 grade 3 students formed the provincial sample for this assessment. This is approximately 93% of the 10% sample designated for the provincial survey.

Results

The results of the grade 3 assessment are summarized in Tables 2, 3, 4, and 5.

Table 2 shows the results of the students' performance on Knowledge objectives.

Table 3 shows the Thinking and Research Skills objectives. Both of these tables include the judgment of the Interpretation Panel.

Tables 4 and 5 show the scores for each of the Attitudes and Values and Social Participation items. Since in these areas student opinions and views were sought and strictly speaking there were no right or wrong answers, subtest results are shown without the rating of the Interpretation Panel. The tables are followed by a subtest-by-subtest discussion and interpretation of the results. For details of student performance on particular items, the reader is referred to the Preliminary Report.

Table 2

Average Percentage Correct and Interpretation Panel Ratings
for Grade 3 Knowledge Subtests

Content area with subtest data	No. of items	Average percentage correct	Interpretation Panel rating
KNOWLEDGE OBJECTIVES			
I.1 Community Situation	2	86%	Strength
I.2 Meeting Needs and Wants	10	79	V. Satisfactory
I.3 Cooperation and Conflict	5	81	V. Satisfactory
I.4 General Information	6	59	Marginal

Table 3

Average Percentage Correct and Interpretation Panel Ratings
for Grade 3 Thinking and Research Skills Subtests

Content area with subtest data	No. of items	Average percentage correct	Interpretation Panel rating
THINKING AND RESEARCH SKILLS OBJECTIVES			
II.1 Community History	3	59%	Unsatisfactory
II.2 Meeting Needs and Wants	3	84	V. Satisfactory
II.3 Comparing Communities	2	84	V. Satisfactory
II.4 Other Skills: Graphs, Pictures, Maps	20	76	Satisfactory

KNOWLEDGE OBJECTIVES

I.1 Community Situation

The objectives of this first subtest were difficult to assess because this format did not allow questions which dealt with the child's specific home community.

The two general questions, however, were extremely well answered and were judged a "Strength" by the Interpretation Panel.

Students demonstrated a very good knowledge of climate in Manitoba as illustrated in this item which was answered correctly by 89% of the students.

Table 4

Attitudes and Values Objectives

25.	We should keep our community clean	Yes	99%	No	1%	N.R.	1%
26.	We should respect people who are not the same as us.	Yes	90	No	10	N.R.	0
27.	I can get along without other people.	Yes	25	No	75	N.R.	0
28.	We should take care of old buildings.	Yes	82	No	18	N.R.	0
29.	We should protect wild life.	Yes	91	No	9	N.R.	0
30.	People who are not the same as us are not as smart as we are.	Yes	12	No	88	N.R.	0
31.	People should pick wild flowers.	Yes	8	No	92	N.R.	0
32.	We should cooperate with people who are different from us.	Yes	97	No	3	N.R.	0
33.	Keeping our community clean is everyone's job.	Yes	96	No	4	N.R.	0
34.	We depend on people in other communities.	Yes	84	No	15	N.R.	1

Circle the best answer.

35. Bob and Tom are playing. They have three balls but both want to play with the same ball. They do not want to play together. They begin to fight. What is the problem?

9% A. There are not enough balls
4% B. Bob and Tom should be working not playing
1% C. Bob and Tom should watch T.V.
85% *D. Bob and Tom don't know how to share
1% N.R.

36. A man's neighbour has a dog that barks late at night. The man wants to end this problem. He should

3% A. throw something at the dog.
2% B. phone the police.
13% C. call the dog catcher.
81% *D. talk to his neighbour.
1% N.R.

37. You and your friends are playing a game. Some of you want to change the rules of the game. How would you decide what to do?

37%* A. Talk about it until you agreed
3% B. Let one or two people in the group decide what to do
9% C. Go and ask a teacher to decide
50% D. Try the new rules to see what happens
1% N.R.

Table 5

Social Participation Objectives

	In our Social Studies classes we have						
68.	gone for walks in our community.	Yes	66%	No	33%	N.R.	1%
69	talked to people about our community.	Yes	63	No	36	N.R.	1
70.	visited stores or businesses.	Yes	48	No	50	N.R.	2
71.	visited a government office.	Yes	17	No	82	N.R.	1
72.	visited a museum.	Yes	65	No	34	N.R.	1
73.	visited a senior citizen's home.	Yes	28	No	70	N.R.	2
74.	visited other communities.	Yes	52	No	47	N.R.	1
75.	written to other communities.	Yes	45	No	54	N.R.	1
76.	brought pictures from home.	Yes	61	No	37	N.R.	2
77.	brought objects from home.	Yes	65	No	33	N.R.	2
78.	read books about communities.	Yes	79	No	20	N.R.	1
79.	seen filmstrips about other communities.	Yes	79	No	20	N.R.	1
80.	seen films about other communities.	Yes	76	No	23	N.R.	1
81.	seen slides about other communities.	Yes	53	No	46	N.R.	1
82.	written about our community.	Yes	81	No	18	N.R.	1
83.	made a map of our community.	Yes	67	No	32	N.R.	1
84.	drawn pictures of our community.	Yes	68	No	31	N.R.	1
85.	made a model of our community.	Yes	16	No	82	N.R.	2
86.	made a display of work about our community to share with others.	Yes	43	No	55	N.R.	2
87.	talked about how we could help in our community.	Yes	81	No	18	N.R.	1
	We have worked together to help solve problems in our community by:						
88.	raising money for the school or community.	Yes	80	No	19	N.R.	1
89.	cleaning up the playground or some other part of the community.	Yes	82	No	17	N.R.	1
90.	making posters to encourage others to act in a more thoughtful way such as protect wildlife, fire safety, eat properly, police protection, etc.	Yes	64	No	35	N.R.	1

	2. The climate of Manitoba
3%	A. is cold all year.
89%	*B. changes from season to season.
3%	C. does not change from season to season.
3%	D. is hot all year. 2% N.R.

The sentence completion question on community resulted in a wide range of answers from children. These answers were analyzed and grouped into 10 categories as shown on the following chart. The percent indicated in front of each category represents the percent of students who gave an answer reflecting that category. As many students answered in more than 1 category, the sum of all the percents does not equal 100.

Categories

29% 1. A Place. (Here we included not only words such as village, town, city or a place name but also words which we believe children have been taught to identify communities such as school, family, pond community, etc.)

3% 2. A Club. (Here we used any description which indicated either a community club or playground or other social group in the community.)

9% 3. A List. (Some children made long lists of objects which are found in communities.)

29% 4. A place where people live.

9% 5. A place where people work.

8% 6. A place where people live and work together.

17% 7. A group of people (population).

21% 8. People sharing together and helping each other.

7% 9. Not acceptable.

2% 10. No response.

The range of answers to this question may stem from a number of sources.

1) Children's understanding of this concept may vary due to their individual stage of development and/or their ability to verbalize their understanding.

   The wide range of answers; naming places, making lists of objects found in a community, forming definitions, etc. may be indicators of stages in concept development.

2) There seems to be some confusion between the use of this concept (community) in the Science program and in the Social Studies program.

3) Examination of the curriculum reveals that teachers are not given any clear statement to guide their teaching of the concept of community although this concept is fundamental to each unit in both grades 3 and 4.

Recommendations:

1. Guidelines for evaluation of concept development be made available to teachers through in-service and pre-service workshops.

Recommendations (Cont'd.)

2. Teachers should become aware of the uses of the concept of community in both the Science and Social Studies curricula.

3. Department of Education should develop guidelines of clear definitions and characteristics of community. These guidelines should also include procedures for evaluation of these concepts.

Please Note: Community History

No Knowledge questions were asked about Community History. Again the assumption is that children have studied their own local community history and no common body of knowledge is available for evaluation items.

Recommendations:

1. The Interpretation Panel suggested that the Department of Education develop guidelines for studying local history, particularly in new urban areas, and that these be distributed to schools.

2. That local divisions develop lists of resource people for the study of local community history and that these lists be shared with local teachers.

I.2 Meeting Needs and Wants

Performance on this subtest was considered "Very Satisfactory" by the Interpretation Panel. The results on 10 test items show students have a very good grasp of the objectives of this unit.

This topic requires the understanding of a number of ideas such as "needs","wants", "goods", "services", "interdependence", etc.

Children scored very well on many of these. The two which gave the most difficulty were "goods" and "interdependence".

Children scored only 26% on the following item:

15.	Which of the following are goods?
36%	A. Dusting the house
21%	B. Raking leaves
10%	C. Driving a taxi
26%*	D. bathing suits
7%	N.R.

While it has been pointed out that some children may have read "good" instead of "goods", more study of this concept is needed.

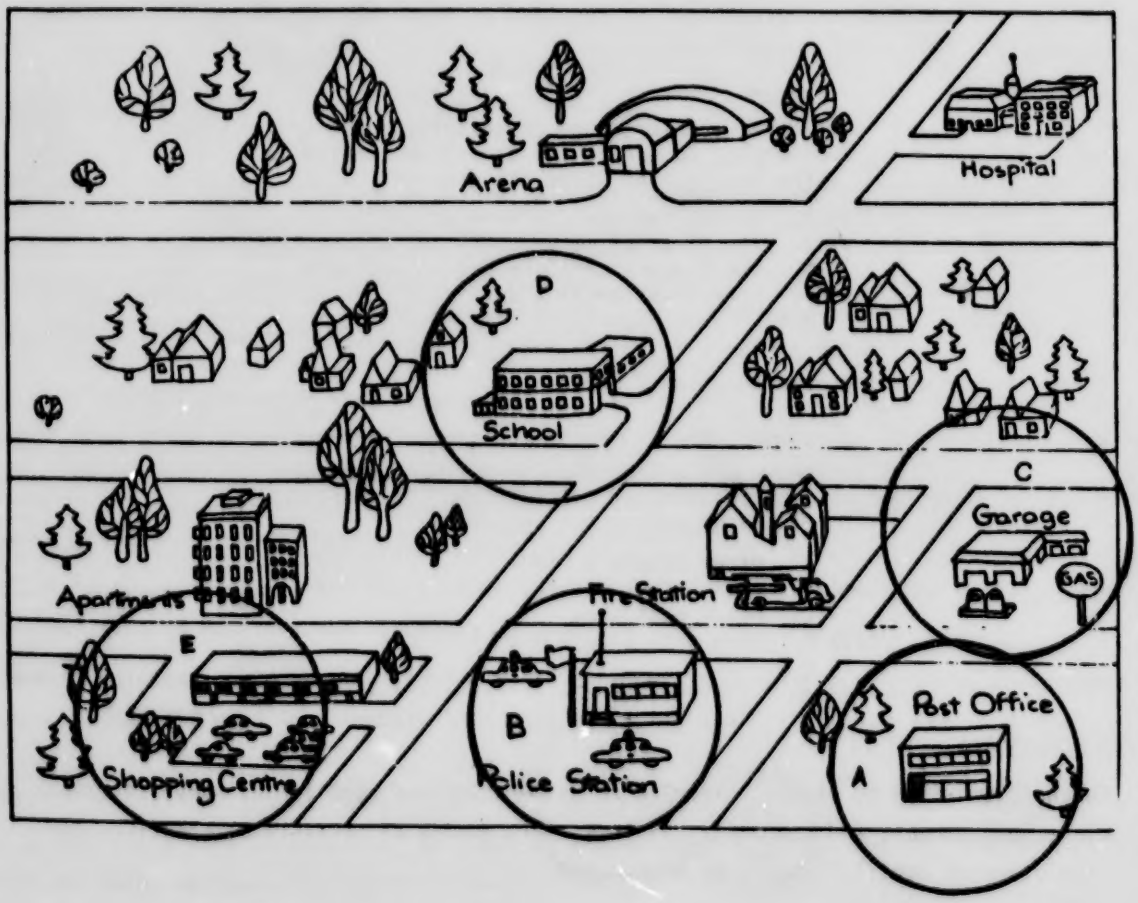
Also, item 22, which was difficult since it required students to note that a

service was missing from the picture and would require people to depend on another community for it, was answered correctly by only 46% of the students. See the map and item 22 below.

Look at the picture on page 6 again carefully. The people in this community do not have all the services they need.

22. They depend on another community for

29% A. taking care of sick people.
46%* B. air travel.
7% C. police protection.
9% D. fire protection.
8% N.R.



Recommendations:

1. Some vocabulary should be introduced and reinforced in this section of the curriculum. More emphasis on the terms "services" and "goods" should be included in classroom activities.
2. More activities which ask children to differentiate between goods and services should be included in future curriculum guides.
3. Other methods of evaluating more abstract concepts such as "interdependence" should be developed and included in future curriculum guides.

I.3 Cooperation and Conflict

On this subtest there were 5 items. Children's performance was rated as "Very Satisfactory" by the Interpretation Panel. Children showed an understanding of how conflict in their experiences might be resolved as in question 6 where 86% responded correctly.

6. There weren't swings on the playground for everyone to use at the same time. Which is the best way to solve the problem?

4%	A. No one can use the swings
8%	B. The first children there get to use them
1%	C. The biggest children get to use them
86%*	D. Each class takes a turn
1%	N.R.

Sixty-two percent answered question 7 correctly.

7. There was a bad snow storm. Many cars were stuck. Which of the following is an example of how people do not cooperate?

9%	A. Offer people a ride
15%	B. Help shovel out the cars
62%*	C. Drive past them
13%	D. Give them a push with your car
1%	N.R.

Recommendations:

1. Teachers continue to discuss examples of cooperation and conflict as they arise in classroom, school, and community settings. Discussion of possible alternatives for resolution of conflict should be encouraged.

I.4 General Information

The children's performance on this set of six items was rated as "Marginal" by the Interpretation Panel.

At the present time the curriculum guide does not suggest that children should learn the name of their province, its capital city, their country and its capital city, and the location of Manitoba in Canada.

In the assessment, 72% of the children answered the following question correctly.

8.	The province in which you live is
0%	A. Ontario.
12%	B. Winnipeg.
15%	C. Canada.
72%	*D. Manitoba.
1%	N.R.

However, only 41% answered question 10 correctly.

10.	The two provinces closest to Manitoba are
29%	A. Saskatchewan and Alberta.
41%*	B. Saskatchewan and Ontario.
12%	C. Ontario and Quebec.
15%	D. Alberta and Ontario.
3%	N.R.

The Interpretation Panel noted that this was a very difficult question for grade 3 children since it required at least three kinds of understanding: a) concept of province, b) concept of closest, and c) ability to visualize map location.

Recommendations:

1. That teachers integrate the teaching of this general information into the study of other communities in Manitoba and in Canada.
2. New guidelines should give teachers directions about which specific information to teach and appropriate ways to integrate this with the grade 3 units.

THINKING AND RESEARCH SKILLS OBJECTIVES

In all there were 28 questions on Thinking and Research Skills. The children scored 76% overall on these skills.

II.1 Community History

There were only 3 items in this subtest and the Interpretation Panel judged children's performance in this area to be "Unsatisfactory". The skills tested here had to do with the ability of children to know where to begin to look for information on a topic.

Questions which used both an index and a table of contents were answered at the 79% level. An example of the level of skill is shown below:

43. This is the index from a book called Life Long Ago.

Index

Life Long Ago
- clothing, 42
- food, 18
- goods, 23
- homes, 6
- services, 25
- transportation, 30

If you wanted to know more about spinning wool, what page would you turn to?

5%	A.	Page 18
8%	B.	Page 25
6%	C.	Page 30
79%*	D.	Page 42
2%	N.R.	

Recommendations:

1. Teachers are encouraged to continue to stress the use of the index and table of contents in searching for information.
2. Books which contain tables of contents and indices should be available for classroom use at the grade 3 level.
3. Skill exercises for use of the index and table of contents should be made available to teachers in future curriculum guidelines.

II.2 Meeting Needs and Wants

The Interpretation Panel judged children to have performed at the "Very Satisfactory" level on skills of locating information related to meeting needs and wants. On 3 items children performed very well. On the following example children performed at the 85% level.

40. If you wanted to buy a new football, where would you look to find out how much it cost?

85%*	A.	Catalogue
3%	B.	Dictionary
4%	C.	Telephone book
7%	D.	Atlas
1%	N.R.	

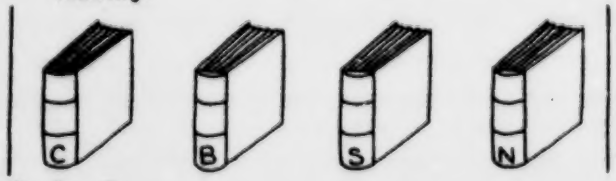
No recommendations.

II.3 Comparing Communities

The children performed at a "Very Satisfactory" level in the judgment of the Interpretation Panel. The skills questions on this topic were related to knowing how to use the encyclopedia to locate information about other communities.

Grade 3 children seem to have the skill of selecting the appropriate volume of an encyclopedia if they are given a single word to search for. However, children only scored at the 75% level on the following question where the decision in identifying the key word was more difficult.

42. You want to find out about life in a community in Nova Scotia. Which book of the encyclopedia should you use to begin looking?



10%	A.	C
2%	B.	B
12%	C.	S
75%*	D.	N
1%	N.R.	

Recommendation:

1. Teachers should provide more practice in identifying the appropriate key word where more than one alternative exists.

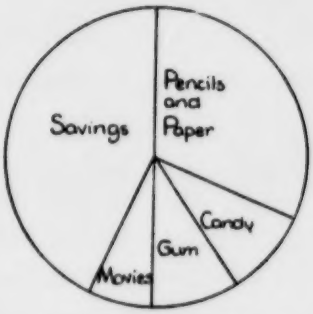
II.4 Other Skills: Graphs, Pictures, Maps

These skills were tested on 20 items. Children's performance on these were judged to be "Satisfactory" by the Interpretation Panel.

Graphs. Children were able to read a picture graph at the 81% or better level. On a

simple circle graph which is not included in either the Social Studies curriculum or the Math curriculum, they performed at the 60% level in the following question:

52. Debbie's allowance for one month



This is how Debbie used her allowance one month. Use the graph to tell which of the following is true.

16%	A.	She did not save any money.
*60%**	B.	She saved more than she spent for candy.
9%	C.	She spent more for movies than for other things.
12%	D.	She spent more for gum than pencils and papers.
3%	N.R.	

Picture Reading Skills. In question 23 the children were given an historical photograph to read and interpret. Their answers were sorted and coded as follows:

69%	1.	The child has observed specific items in the picture, e.g., wooden floors, a loom, etc.
54%	2.	The child has made a generalization about the items in the picture, e.g.,long ago people made their own clothing.
16%	3.	The child has made a value judgment about the difference between long ago and now, e.g., houses today are built better than long ago.
58%	4.	These answers are not acceptable either because information did not come from the picture or they are incorrect, or there was no response.

The percent indicated in front of each category represents the percentage of students who gave an answer reflecting that category. As there was space to make three statements, some students will have responded in more than 1 category; for this reason, the sum of the four percents does not equal 100.

The Technical Advisory Committee made two observations about this question.

1) The children did not use the information in the picture to answer the questions.
2) They had a great deal of difficulty in expressing their ideas. Spelling and sentence structure were generally weak.

Recommendations:

1. That teachers provide more practice in reading and interpreting the information in pictures.
2. That teachers encourage more written responses in these kinds of activities to assess the development of picture reading skills.

Map Skills. The map skills can subdivide as follows:

Aerial Views	3 items	76%
Directions	5 items	84%
Reading (Identifying Symbols)	2 items	85%
Reading and Interpreting Symbols	5 items	69%

The children performed at a level which indicates that they are learning rudimentary map skills "Satisfactorily".

Given an aerial view, the children were able to answer questions which indicated they could identify land use and other features of a community.

All of the test items indicated that children perform best on those items where they are searching for a single piece of information, e.g., 73% of the children answered the following question correctly:

65. In circle B, the land is used for

13% A. houses.
73%* B. grain farms.
7% C. fruit farms.
4% D. highways.
3% N.R.

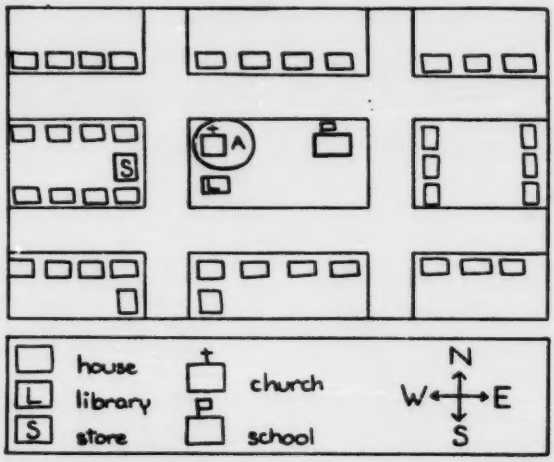
However, where more than one piece of information was required, children had more difficulty, e.g., children performed at the 53% level on question 56 which required them to:

a) locate the symbol for the church;
b) locate the symbol for the school;
c) note the direction symbol on the map; and
d) determine the direction to walk.

56. If you walked from the church to the school, what direction would you be going?

4% A. North
20% B. South
53%* C. East
21% D. West
2% N.R.

In the skills of reading and interpreting map symbols, the children performed best at reading a symbol as in the following question which they answered at the 88% level:

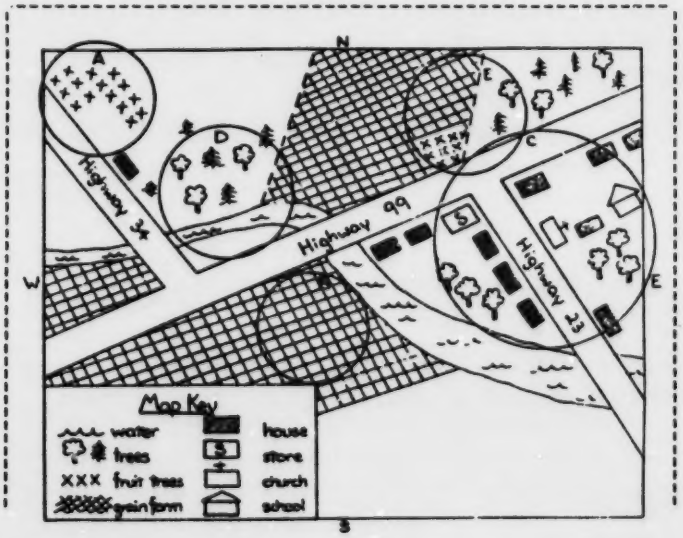


55. In circle A, the symbol stands for

88% * A. a church.
2% B. a store.
3% C. a house.
5% D. a school.
2% N.R.

Questions which required interpretation of the symbols had generally lower scores.

Questions 66 and 67 required the children to write their own reasons for selecting one site over another for a picnic spot from the attached map



Sample Question 66 (Cont'd.)

66. This community wants to make a park. The best place for a park would be in

9%	A. circle A.
10%	B. circle B.
25%	C. circle C.
43%	D. circle D.
9%	E. circle E.
4%	N.R.

67. In a sentence, tell why you think this is a good place for a park.

The children's answers were sorted and coded as follows:

49% 1. The children were able to identify the symbol, e.g., the park has trees and a river.

27% 2. The children were able to interpret the symbols and relate them to their own life experiences, e.g., the park has a river where the children could swim.

3% 3. This category was left for children who made value statements about one site as opposed to another, e.g., this is a nice place for a park.

15% 4. Not acceptable.

6% 5. No response.

Recommendations:

1. Teachers should attempt to give children opportunities not only to read symbols on maps but to interpret them.
2. Teachers should encourage children to support their value statements and interpretation statements with the information on the maps.
3. Manitoba Education should encourage the development of pools of test items which provide teachers with a range of mapping activities and appropriate questions. In particular, these questions should encourage the higher level thinking skills.
4. In-service and pre-service workshops on mapping skills should be available to teachers and should encourage the development of higher level thinking skills using maps.

ATTITUDES AND VALUES OBJECTIVES

This subtest required students to express opinions about statements which were based on attitudes and values issues selected from the curriculum.

At this grade level the statements were worded as simply as possible. Teachers were asked to read each statement to the children. Children were asked to circle "yes" if they agreed

with the statement and "no" if they disagreed. The committee is aware that these items are only getting at the verbal responses of children.

While technically there are no correct answers, children did respond positively to the value positions inherent in the curriculum.

For example, 99% of the children responded "yes" to the statement, "We should keep our community clean."

Ninety-seven percent responded positively to the statement, "We should cooperate with people who are different from us."

In two social problem situations, children gave evidence that they understood the source of conflict and ways to resolve conflict. Eighty-five percent of the children knew the source of the problem in the following question:

Circle the best answer.

35. Bob and Tom are playing. They have 3 balls but both want to play with the same ball. They do not want to play together. They begin to fight. What is the problem?

9%	A.	There are not enough balls.
4%	B.	Bob and Tom should be working not playing
1%	C.	Bob and Tom should watch T.V.
85%	D.	Bob and Tom know how to share

1% N.R.

Eighty-one percent of the children decided a man who has a problem with his neighbour should talk with him about it in the following problem:

36. A man's neighbour has a dog that barks late at night. The man wants to end this problem. He should

3%	A.	throw something at the dog.
2%	B.	phone the police.
13%	C.	call the dog catcher.
81%	D.	talk to his neighbour.

1% N.R.

Generally, the Technical Advisory Committee was satisfied with student performance in this area of Attitudes and Values.

The Committee noted, however, that many of the objectives in the curriculum guide which were designated as value objectives were not value objectives.

Recommendations:

1. The Curriculum guides be reviewed to ensure that value objectives are clearly identified for teachers.

Recommendations (Cont'd.)

2. A pool of items which provide teachers with a number of models for evaluating attitudes and values be developed by Manitoba Education.

3. Samples of questions to evaluate attitudes and values be included in the curriculum guides.

4. Pre-service and in-service workshops be held to provide teachers with ideas for activities to teach and evaluate attitudes and values.

SOCIAL PARTICIPATION OBJECTIVES

The grade 3 curriculum suggests Social Participation objectives. At this level, the suggestions for Social Participation seem to require children to be a) involved actively in seeking information about their own communities, b) organizing and sharing it with others, and c) taking some limited personal actions to better the community.

With this in mind, the 23 statements about Social Participation taken from the curriculum were prepared. Teachers were asked to read these to the children and the children were asked to indicate whether or not they had participated in these activities by circling "yes" or "no".

The results of these responses are very encouraging. Grade 3 children are participating in a wide variety of experiences in their communities. Teachers should be commended on the use they are making of local resources and of the wide variety of experiences they are providing for their students.

Particularly positive are the children's responses to questions 88, 89, and 90 which indicate that children are encouraged to go beyond verbalization to action on the kinds of issues which are appropriate for them in their communities. Teachers should be highly commended for helping children to achieve these very important goals and should be encouraged to find ways to continue to promote positive behaviour in each unit of the curriculum.

Recommendations:

1. School divisions and Manitoba Education should continue to support the use of local resources in the community for Social Studies units.
   This support should include:
   a) provision of appropriate funding when transportation is required;
   b) relating to parents the importance of this kind of experience outside the classroom;
   c) developing appropriate letters of permission forms;
   d) encouraging local and provincial museums to continue to develop support materials for teachers and children. These should include pre- and post-visit materials; and
   e) developing lists of resources available within communities.

Social Participation Recommendations (Cont'd):

2. Teachers should be encouraged to continue searching for ways to have children participate in the community at a level appropriate for them.

3. More suggestions for positive Social Participation should be included in each unit of the curriculum.

General Recommendations:

1. The Social Studies curriculum should be reviewed and revised using the information from the assessment. Some areas which need immediate attention are:

   a) Restatement and clarification of objectives in each unit. This is true of all objectives and Social Participation objectives, in particular, should be rewritten for classroom use.
   b) Major concepts for each unit should be identified and suggestions provided for teachers on how to evaluate concept development.
   c) All units should contain more specific suggestions on evaluation of children's ability to meet the objectives of the units.
   d) General models for community study of both the present and the past should be provided to teachers.
   e) More resources should be identified and included with each unit.
   f) Recommendations on time allotments for units should be made.

2. At some point the entire grade 3 curriculum for all subject areas should be re-examined a) from the point of view of integration and b) from the point of view of the entire workload for a student.

3. The Instructional Media Branch of Manitoba Education should be commended and encouraged to continue to develop local materials on communities in all parts of Manitoba - northern, rural, core urban, suburban, etc.

4. School divisions should be encouraged to continue
   a) to support field trips in the local community;
   b) to make parents aware of the value of these experiences in education; and
   c) to provide funding for field trips beyond walking distance of the school.

5. Future in-services should stress implementation and deal with specific topics such as evaluation, higher level thinking skills, concept development, etc.

6. Teachers should be encouraged to include more opportunities for writing on Social Studies topics.

General Recommendations (Cont'd.)

7. While recognizing children's general level of ability and development and their desire to use words beyond their ability to spell, teachers should be encouraged to continue to emphasize sentence structure and spelling in Social Studies work.

8. Teachers should continue to encourage higher level thinking skills in all Social Studies objectives.

CHAPTER IV
GRADE 6 RESULTS

The grade 6 test consisted of four parts, each one covering a separate category of objectives: Knowledge; Attitudes and Values; Thinking and Research Skills; and Social Participation. Each of these four parts was further subdivided into subtests.

A total of 1267 grade 6 students formed the provincial sample for the assessment program. This is approximately 92% of the 10% sample designated for the provincial survey.

Results

The results of the grade 6 assessment are summarized in this chapter. For specific information on each item, the reader is referred to the Preliminary Report which has been published and distributed to schools.

The parts of the test that assess the attainment of Attitudes and Values, and Social Participation have no right or wrong answers since student opinion and views were sought. Subtests in these two parts of the test are discussed on an item basis. For items in the Knowledge and the Thinking and Research Skills parts of the test, there were right or best answers and, thus, subtest results are reported along with the Interpretation Panel's ratings of those results (see Tables 6 and 7). The tables follow subtest-by-subtest discussions and interpretations of the results. Each analysis of subtest results includes a set of conclusions and recommendations. The majority of the recommendations in these analyses have direct implications for teachers and, thus, are assumed to be directed to teachers unless it is otherwise stated. There are, however, a number of equally important recommendations, many directed to other bodies that are listed both in the Implications section at the end of this chapter and in the summary of recommendations for grade 6 which is presented in Chapter I.

KNOWLEDGE OBJECTIVES

The items in this part of the test were designed to sample student attainment of the Knowledge objectives in the curriculum. Given the stipulation that the Knowledge items should constitute only one of four parts of an eighty-minute test, a very extensive body of knowledge had to be tested with only 40 items. Further, these items had to be designed so that they addressed the social history focus of the new curriculum. One result of these limitations and conditions was that topics, which many teachers might use for intensive and lengthy study, were covered by only a few or even one question. Another result was that many items are quite broad in scope and cover general ideas and relationships rather than isolated facts.

I.1 First Inhabitants, Exploration and Early Settlement

A mean student score of 46% on the 11 items in this subtest was rated by the Interpretation Panel as "Unsatisfactory". With respect to the 5 items relating to first inhabitants in which students were required to identify, using a map, the major culture areas, a mean score of 52% was attained. The item below, the only one on exploration, was answered correctly by 66% of the students.

7. Early European explorers came to North America in search of

7%	A.	a place to build factories.
3%	B.	souls to save.
6%	C.	pasture for cattle.
66%*	D.	a short cut to Asia.
18%	E.	a clean environment.
1%	N.R.	

The third component in the subtest, early settlement, was sampled by 5 items on which students achieved a mean score of 41%. Item 8 is an example from this component.

8. Which one of the following best describes the effect that French settlement had on the traditional way of life of Native people?

6%	A.	There were no important changes in the traditional ways of life of Native people in Eastern Canada
42%*	B.	Many Native people turned to trapping fur bearing animals for trading purposes
16%	C.	Most Native people moved away from Eastern Canada to the Prairies in search of better hunting areas
8%	D.	Most Native people moved into the French settlements and became farmers
28%	E.	Many Native people became skilled tradesmen and supplied the settlers with the goods they needed
1%	N.R.	

In rating the items in this subtest, the Interpretation Panel took into consideration that both the reading level and format of some of the items made them difficult for many students.

Conclusions:

1. Student knowledge, as measured by the items in this subtest, was "Unsatisfactory". It should be noted that the considerable elapsed time between this first unit in the curriculum and the April test date makes it possible that students could have forgotten the relevant information.

Recommendations:*

I.2 Loyalists

The 3 items in this subtest sample students' knowledge of the Loyalists. A mean performance of 39% was rated by the Interpretation Panel as being "Unsatisfactory/ Marginal". The "Marginal" shading given to the rating reflects the Panel's view that the items were difficult and that the topic is one that is not emphasized. Item number 14 is an example of this subtest.

14. Which statement best describes something that happened when Loyalists moved to what is now called Canada?

36%*	A.	The French felt that their way of life was threatened by the arrival of large numbers of English settlers
23%	B.	New lands were settled on the prairies
10%	C.	The French continued to outnumber the English
15%	D.	The French and English formed one government
16%	E.	Slavery was done away with in what is now Canada
1%	N.R.	

Conclusions:

1. Student knowledge was "Unsatisfactory" to "Marginal" in this area.

I.3 Red River

A student mean score of 50% on the 6 items in this subtest was rated by the Interpretation Panel as "Marginal". Scores within the subtest varied considerably. On 3 items related to the Métis, students obtained a mean score of 43%, while 70% of the students knew the meaning of the term "pemmican". Fifty-two percent could identify the founder of the Red River settlement, while only 37% were able to select the most likely reason for fur traders being opposed to the establishment of the Red River settlement. See item number 20 as an example of this subtest.

*Because of the similarity of the recommendations arising from the different Knowledge subtests, these recommendations have been grouped together and placed after subtest I.6 on page 42.

20.		The fur trading companies were against the setting up of the Red River settlement because it might result in
19%	A.	a large drop in the amount of money the companies could get for their furs.
8%	B.	the Métis becoming the only people involved in the fur trade.
28%	C.	the Selkirk Settlers taking over the fur trade.
7%	D.	the Indians of the area becoming the only people involved in the fur trade.
37%*	E.	fur-bearing animals being driven away from the area.
1%	N.R.	

Conclusions:

1. Student performance on this subtest was judged to be "Marginal", considering the emphasis many teachers put on the topic, its early placement in the curriculum, and the better than average resources that are available.

I.4 Confederation

A mean student performance of 48% on the 4 items in this subtest was rated as "Unsatisfactory" by members of the Interpretation Panel. Forty-two percent of the students were able to identify the significance of 1867, 62% knew that John A. Macdonald was Canada's first prime minister, 31% were able to select the year that Manitoba became a province and 40% indicated an understanding of the role of the trans-continental railway in strengthening and extending Confederation. Item number 22 is an example from this subtest.

22.		1867 is important because it is the year that
5%	A.	the United States was established.
8%	B.	the United States joined Canada.
10%	C.	France and Britain went to war.
42%*	D.	Canada became a country.
34%	E.	Manitoba became a province.
1%	N.R.	

Conclusions:

1. Student performance in this area was "Unsatisfactory". It seems reasonable to expect students at this level to know at least the bare facts concerning the making of Canada.

I.5 19th Century Western Canada

A mean score of 47% on the 9 items in this subtest was rated as "Marginal/Satisfactory". Scores within the subtest varied considerably from this mean. On two items dealing with the life of women and children in 19th century Canada, students attained a mean score of 62%, while on another which required them to select a definition of a sod house, the score was 72%. In response to items which required students to specify the importance of Louis Riel to the Métis and to identify problems arising from the disappearance of the buffalo, students scored 52% and 57% respectively (see item number 26 below).

Students had less success, however, on other items in this subtest. Only 42% correctly identified a result of moving Native people to reserves, 38% were successful in distinguishing between statements which did and did not describe events contributing to Manitoba becoming a province, 36% were able to identify an acceptable motivation for the decision of many Europeans to move to the Canadian West, and 25% successfully selected a nonexample of the effect of 19th century industrialization from several given examples.

The Interpretation Panel's decision to rate student performance in this subtest as "Marginal/Satisfactory" was based on two considerations. The Panel judged some of the items to be quite difficult in format and also was of the opinion that this section of the curriculum would not have been taught by most teachers by the time the test was administered in April.

26.	Louis Riel was important to the Métis because he
6%	A. was a priest who lived among them.
12%	B. convinced them not to rebel against the government of Canada.
6%	C. was a skilled leader of the buffalo hunt.
52%*	D. helped join them together in their struggle to protect their rights and way of life.
22%	E. All of the above.
1%	N.R.

Conclusions:

1. Student performance was weak in this area.

I.6 20th Century Canada

A mean score of 46% on the 7 items in this subtest was rated as "Satisfactory" by the Interpretation Panel. The strong possibility that the material in this unit had not been taught in many classrooms by the April testing time was a consideration in arriving at this rating.

The majority of items in this subtest focused on the effects of the times on people's daily lives. Twenty-eight percent of the students identified a likely effect of assembly lines upon working conditions, while 41% were able to identify an impact of the Depression upon farmers (see item number 37 below). Forty-seven percent of students identified the best definition of conscription while 34% correctly selected the most likely impact on industry of young men going to war. Forty-six percent of the students knew the meaning of the term, "Soup Kitchen", and the same percentage were able to identify the likely effects of unemployment upon the members of a family. The highest score in this subtest, 77%, was achieved on an item which required students to identify a technology which was available to teachers in the times when their grandparents were of elementary school age.

37.	During the Depression, many farmers	
13%	A.	made more money because people needed food so badly.
41%*	B.	lost their farms because they could not pay their bills.
11%	C.	had unusually good crops but were unable to sell them.
9%	D.	sold their farms for a good price and left farming.
21%	E.	all of the above.
4%		N.R.

Conclusions:

1. Student performance was relatively weak with respect to social history.

Recommendations (Knowledge Section):

1. Greater emphasis should be placed on teaching a basic framework of knowledge in the context of the social history and inquiry orientations recommended in the new curriculum.
2. Manitoba Education consultants should, in cooperation with teachers,
   - identify that knowledge which should be emphasized.
   - reconcile the heavy knowledge expectations of the grade 6 program with the inquiry approaches that are recommended in the curriculum.
   - continue to identify materials that support both the social history and the active learning focus of the curriculum.
3. The social history emphasis in the curriculum requires greater implementation efforts. Resources should be directed toward in-service for teachers.
4. Social Studies should be taught on a regular basis using varied and interesting approaches. According to the teacher survey, approximately one-half of the teachers teach significantly less than the recommended 30 minutes/day.

Table 6

Average Percentage Correct and Interpretation Panel Ratings
for Grade 6 Knowledge Subtests

Content area with subtest data	No.of items	Average percentage correct	Interpretation* Panel rating
KNOWLEDGE OBJECTIVES			
I.1 First Inhabitants, Exploration, and Early Settlement	11	46%	Unsatisfactory
I.2 Loyalists	3	39	Unsatisfactory/ Marginal
I.3 Red River	6	50	Marginal
I.4 Confederation	4	48	Unsatisfactory
I.5 19th Century Western Canada	9	47	Marginal/ Satisfactory
I.6 20th Century Canada	7	46	Satisfactory

* The Interpretation Panel ratings are based on a five-point scale: Strength, Very Satisfactory, Satisfactory, Marginal,Unsatisfactory. A description of these categories and the rating procedure is given on page 15 in Chapter II.

ATTITUDES AND VALUES OBJECTIVES

I.1 Historical Issues

This subtest required students to express opinions about Attitudes and Values issues. A marked feature of the students' responses in this subtest was the large number of undecideds. These ranged from 21% to 52%. With respect to particular items:

- 29% either agreed or strongly agreed with the statement that, after conquering the French, the British should have tried to force English language and culture upon them, while 38% either disagreed or disagreed strongly and 33% were undecided.
- 13% either agreed or strongly agreed that European settlers had the right to claim land occupied by Native people while 60% disagreed or disagreed strongly, and 25% were undecided.
- 18% either agreed or strongly agreed with the statement that immigration policy should have restricted entry into Canada to those whose language and culture was the same as those already here, while 48% either disagreed or strongly disagreed, and 33% were undecided.
- 42% either agreed or strongly agreed with the statement that new immigrants to Canada have been treated fairly, while 23% either disagreed or disagreed strongly, and 32% were undecided.
- 28% either agreed or agreed strongly with the view that the Métis were treated fairly by John A. Macdonald and the Canadian government, while 18% either disagreed or strongly disagreed, and 52% were undecided.

- 56% either agreed or strongly agreed with the position that the setting up of reserves for Native people was a fair thing to do while 20% either disagreed or disagreed strongly, while 23% were undecided.
- 49% either agreed or strongly agreed that early 20th century workers were justified in forming unions while 9% either disagreed or disagreed strongly, and 41% were undecided.
- 56% either agreed or strongly agreed that the overall effects of new technologies had been positive while 18% either disagreed or strongly disagreed, and 26% were undecided.
- 58% either agreed or strongly agreed that Canada is a better place because of the introduction of television while 20% either disagreed or strongly disagreed, and 21% were undecided.

Conclusions:

1. The high number of undecided responses in this subtest can be explained in at least 3 ways:- the issues are complex and did not, in the students' minds, lend themselves to a simple agree or disagree response;
   - many students simply did not have sufficient knowledge upon which to base an opinion;
   - students had limited experience in analyzing value-laden issues, especially in an historical context.
2. While there was a fair degree of tolerance expressed by students toward minorities, there is room for greater tolerance.

Recommendations:

1. Focus on value-laden issues as a dimension of the study of history, by examining different perspectives on events and issues.
2. Engage students in the study of issues of justice and fairness when examining historical topics.
3. Emphasize the importance of tolerance in a multicultural society by focusing on inter-group relations in historical contexts.

II.2 Equality of Rights

The items in this subtest attempt to gauge whether or not students feel that all members of society should have equal rights. Twelve groups were named and students were to indicate whether each group should have more rights and freedoms than everyone else, exactly the same rights and freedoms, fewer rights and freedoms, or no rights and freedoms. Student responses diverged markedly with respect to several groups. Police, military leaders, and doctors were thought by one-quarter of the students to be deserving of more rights and freedoms while 17-19% felt that children, religious leaders, and leaders of big business corporations should have more rights and freedoms. On the other hand, 56% felt that ex-prisoners should have fewer or no rights and freedoms while 44% said the same should apply to people who are against the government.

A significant number of students identified two groups as deserving exactly the same rights and freedoms as everyone else: Native people (79%) and factory workers (83%).

Conclusions:

1. A majority of students (3 out of 5) thought that all citizens should have equal rights and freedoms.
2. A significant minority of the students (1 out of 4) thought that those citizens responsible for law and order, national security, and health should have more rights and freedoms than others.
3. One half of the students also felt that ex-prisoners and people who are against the government should have fewer or no rights and freedoms.

Recommendations:

1. Engage students in the study of rights, freedoms, and the principle of equality by taking advantage of historical events to raise questions about these issues.
2. Encourage students to examine their positions on these issues, and to investigate the reasons for and the implications of these positions.

II.3 Political Rights

The items in this subtest sample students' attitudes toward the exercise of selected political rights, including an equal role for women in politics, the freedom of citizens to criticize the government, the rights of assembly and protest, and freedom of the press.

Eighty percent of the students either agreed or strongly agreed that women should have the same roles in government as men have, with 10% disagreeing or strongly disagreeing and only 9% undecided. However, a noticeably smaller proportion, 52%, agreed or strongly agreed that citizens must always be free to criticize the government, while 25% disagreed or disagreed strongly and 24% were undecided.

In response to the idea that people who disagree with government should be allowed to meet and hold public protests, fewer still reported themselves as being in support. Forty-four percent agreed or strongly agreed, 24% disagreed or disagreed strongly and 34% were undecided. The lowest support was accorded freedom of the press. In response to the statement that newspapers and magazines should be allowed to print anything except military secrets, only 29% agreed or strongly agreed, 47% disagreed or strongly disagreed and 22% were undecided.

Conclusions:

1. There was strong agreement that there should be equality between the sexes in political roles.

Conclusions (Cont'd.):

2. Freedom of speech, the press, and assembly received lower support than did equality for women in the political arena.

Recommendations:

1. Use both current and historical issues to engage students in frequent examinations of political rights and freedoms, their functions, and the implications of their violation.

II.4 Tolerance

The items in this subtest were designed to assess racial/ethnic and religious tolerance. The averaged responses for all 4 items in the subtest indicate a high level of expressed tolerance. Seventy-one percent either agreed or strongly agreed with tolerant orientations, while 13% disagreed or strongly disagreed and 14% were undecided. With regard to open access to "important positions in our country", 64% agreed or strongly agreed that race should not be a barrier, 15% disagreed or disagreed strongly and 19% were undecided. The corresponding proportions for open access for people of different religions were 70% either agreeing or strongly agreeing, 15% disagreeing or strongly disagreeing and 14% undecided. In response to admitting people of all races and nationalities to public swimming pools, 67% agreed or strongly agreed, 15% disagreed or strongly disagreed and 16% were undecided. The highest expressed tolerance (84%) was elicited by the idea that jobs should be available on criteria of merit rather than "colour, religion, or nationality".

Conclusions:

1. Students expressed a high degree of religious and racial tolerance, although there was a significant minority either undecided or in disagreement.
2. A sizable majority of students saw merit as a more important criterion than religion or racial origin.

Recommendations:

1. Take advantage of the levels of expressed tolerance and engage students in an examination of the roles played by minorities.
2. Examine both historical and current examples of tolerance and intolerance.

II.5 Individual's Importance

The items in this subtest sample students' views of the relative importance of the role played by individuals in affecting the course of society. With respect to the ability of individuals to effect change in Canada's past, 31% of the students

agreed or strongly agreed that individuals were not able to change things while 26% disagreed with that notion and 41% were undecided. Focusing on the present, students seemed slightly more positive about the ability of students to exert influence. Item number 80 is an example of the students' perceptions of how things could be changed.

80. If people would quit complaining and get active, they could change what the government does.

A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree	
19%	35%	30%	10%	4%	2% N.R

Conclusions:

1. Approximately one-half of the students believe that individuals are able to exert influence on the direction of society. One-third of the student body is undecided on this issue.

Recommendations:

1. Engage students in an examination of:
   - the influence exerted by individuals, currently and historically;
   - the cultural assumptions that structure our beliefs about the value and significance of individuals;
   - the limits to individual influence;
   - available options, such as group action.
2. Consider the political structures and authority relationships that may contradict the importance of individual initiative.

II.6 Sense of Personal Control

The items in this subtest sample the degree to which students feel that they, through their hard work and abilities, are in control of or responsible for their success.

When responses to the four items, two of which focus on school success and two on more general success, are averaged, a very high 80% of students indicated by agreeing or strongly agreeing that their success will depend on their own effort and abilities rather than on luck or connections. Only 10% disagreed or strongly disagreed and a very low nine percent were undecided. When success in school was singled out, an even higher percent (86%) viewed success as being dependent on their own abilities and hard work. Success in the larger world was also seen as dependent on one's own qualities and effort, but slightly less so, with 74% agreeing or strongly agreeing. The element that brought the level of agreement down was students' opinion that, while brains and hard work would lead to success (84% in agreement), powerful friends and good luck might play an important role (19% in agreement, with 16% undecided). Item number 67 is an example from this subtest.

67. I succeed at school work when I really put my mind to it.

A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree	
54%	34%	6%	2%	2%	1% N.R.

Conclusions:

1. A high proportion of the students accepted responsibility for their own success.
2. Good luck and powerful friends were seen (19%) to play a role in future success but were regarded as less important than hard work and ability.

Recommendations:

1. Engage students in the study of people who have succeeded through their own hard work and ability.
2. Engage students in a realistic examination of genuine obstacles facing many people that may require group or societal action (e.g., racism, class and economic barriers).

II.7 Historical Preservation

Four items in this subtest assess students' attitudes toward historical preservation. The student responses for these items suggest a fairly high degree of approval for the general idea of preserving historical buildings. Item number 74 is an example from this subtest.

74. Every community should try to save its most important historical buildings.

A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree	
32%	41%	18%	5%	1%	2% N.R.

When, however, an owner's right to tear down a building was juxtaposed with the building's historic significance to the larger community, support for preservation declined, with 36% agreeing that an owner should be allowed to tear down such a building. In response to an item which stated that it is important to spend tax money on museums, support for preservation declined again, with 32% in agreement or strong agreement with such spending.

Conclusions:

1. Historical preservation had the support of a bare majority of students with support dropping considerably when issues of spending tax dollars and abrogating individual property rights were raised.

Recommendations:

1. Engage students in the study of preservation efforts, both local and national, and raise questions about the relative value of preservation as opposed to such issues as cost, development, and property rights.
2. Engage students in local preservation efforts such as attempts to set up museums, preserve or recover the character of a neighbourhood, and to save historical buildings.

II.8 Studying History

The items in this subtest sampled different dimensions of students' attitudes toward studying history. Student responses in this subtest which dealt with value, utility, and interest indicated a positive orientation. See item number 69 as an example. A majority of students agreed that studying Canadian history is interesting, that it would be useful to them when they grow up and that it would help them to understand the country as it is today.

69. People should learn about the history of their community and country.

A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree	
29%	44%	16%	6%	3%	1% NR

Conclusions:

1. A large majority of the students regard the study of history as useful, especially as an aid to understanding Canada as it is today.

THINKING AND RESEARCH SKILLS OBJECTIVES

The items in this part of the test are self-contained. They have been designed as far as possible to require the application of a skill rather than the use of historical knowledge. Information necessary for correctly answering the questions was presented in accompanying sources such as written passages, drawings, a time line, a graph, an excerpt from a primary source, a map, diagrams, and historical photographs.

III.1 Locating Information (Items 101 - 108)*

A performance of 68% on the 8 items (numbers 101 to 108) in this subtest was rated as "Very Satisfactory" by the Interpretation Panel. The subtest required students to choose the most appropriate reference work for a specified purpose and to select the most appropriate museum for obtaining indicated information.

*A few items in this section of the test have been placed in subtests other than those they were in, in the Preliminary Report. For this reason, item numbers have been stated beside each subtest name.

With respect to the six items relating to reference books, students averaged 67%.

Conclusions:

1. Students demonstrated "Very Satisfactory" knowledge on the use of reference materials in locating information.

Recommendations:

1. Reinforce these positive attainments by engaging students in the selection of varied in-school and community-based sources of information for specific purposes.

III.2 Acquiring Information (item numbers 109-113,117,118,120,121,123,128-132)

An average performance of 69% on the 15 items in this subtest was rated as "Very Satisfactory" by the Interpretation Panel.

The subtest focused on acquiring information from 6 types of sources: a time-line, an extract from a primary source, a graph, a paragraph and related diagrams, an historical map, and two historical photographs. On the timeline items, the average score was 65%. However, on two of the items which simply required finding single bits of information, the score rose to 87%. On the remaining three items, which required comparisons within the timeline and estimations of the number of events or elapsed time between points, the score declined to 51%.

The average student score was 90% on the two items requiring them to obtain pieces of information from an historical interview. In acquiring information from a graph, students achieved an average score of 80%. Reading a paragraph and relating it to three diagrams in order to understand the process of dyke building being described and to extract pieces of information proved more difficult. The average student score here was 51%.

The map items, on which students achieved an average score of 65%, involved four different skills or combinations of skills. When asked to indicate a particular direction of travel, 74% were able to do this correctly. The same proportion, 74%, was able to use a legend in order to acquire information from the map. However, when students were asked to use both a legend and to indicate relative compass direction in the same item, their score declined to 50%. An average score of 52% in using a scale to estimate distance also points to some difficulty with this skill.

When students had to identify elements of two historical photographs in order to support their choice of which one was the earlier, there was a wide range in performance. Fifty-eight percent of the students were able to identify three or four correct observations, a good performance given the content of the photographs. One percent of the students made five observations, 17% identified only one or two, and 24% identified no acceptable observations or simply made a case for the wrong photograph.*

Conclusions:

1. Students' responses indicated a very satisfactory level of competence in extracting information from a variety of sources.
2. Questions which required students to use more than one subskill at the same time, such as locating points on a timeline and estimating the time period between the points, proved more difficult.

Recommendations:

1. Build on this competence in extracting information by providing varied opportunities of increasing complexity in which students can gain further experience in acquiring data.
2. Engage students in acquiring and interpreting data from a wide variety of media and other sources.

III.3 Organizing Information (items 119, 122, 124, 133)

The four items in this subtest sampled students' ability to see patterns or purposes in information which was presented through an historical excerpt, a graph, a paragraph, and a map. A performance of 64% on what were judged to be quite difficult items was rated by the Interpretation Panel as "Very Satisfactory". On the three items which required students to select a best title or a description of a paragraph, a map, and a graph, students attained a mean score of 67%. On the fourth item students achieved a markedly lower 49% but this may have been due in part to the omission from the item's stem of a directional phrase such as "according to the paragraph", which would have reinforced the point that this item, like those surrounding it, was based on the paragraph on dyke construction (item 124).

Conclusions:

1. Students demonstrated competence in recognizing the main idea or purpose of information presented in various forms.

Recommendations:

1. Engage students in further analysis and organization of information drawn from a variety of sources, including maps, graphs, timelines, textbook passages, and excerpts from primary sources.

*The item that relates to this paragraph was an open response question. There was no single correct answer and, therefore, the item was not included in the subtest score. See the Preliminary Report, page 41, for a full discussion on student responses to this item.

III.4 Interpreting Information (items 125-127, 133)

The items in this subtest sampled students' ability to perform several interpretation tasks using a related paragraph and diagrams and a pair of historical photographs. A mean performance of 61% was rated by the Interpretation Panel as "Satisfactory". Sixty-four percent of the students were able to select a statement that was supportable by information given in a written passage (sixty-five percent successfully inferred attitudes likely to arise from events described in the same passage and 55% were able to predict a likely outcome of these events). Seventy-seven percent of the students were able to select the chronological order of two photographs from observations (item a). This item was not included in the calculation of mean performance on this subtest (see Preliminary Report, page 41).

Conclusions:

1. Given the difficulty of the items in this subtest, students' performance was "Satisfactory".

Recommendations:

1. Students need continued experience with and direct teaching in the use of higher level thinking skills, such as analyzing information, and making inferences and predictions.

III.5 Evaluating Information (items 114-116)

The three items in this subtest were designed to sample students' ability to distinguish between statements of fact and opinion. A mean performance of 55% was rated as "Satisfactory" by the Interpretation Panel. Sixty-two percent of the students correctly identified the statement that contained factual information, 55% were able to select the statement that contained both fact and opinion, and 47% picked out the opinion statement.

Conclusions:

1. Student performance in distinguishing between fact and opinion was "Satisfactory".

Recommendations:

1. Students would benefit from:
   - reading and comparing alternate accounts of events;
   - weighing and evaluating sources of information; and
   - direct teaching in evaluation skills.
2. Evaluation and other skills could be enhanced by engaging students in the writing of history, whether personal, school, or local. This would highlight the issue of sources, their reliability, and the distinction between fact and opinion.

Table 7

Average Percentage Correct and Interpretation Panel Ratings
for Grade 6 Thinking and Research Skills Subtests

Content area with subtest data	No.of items	Average percentage correct	Interpretation Panel rating
THINKING AND RESEARCH SKILLS OBJECTIVES			
III.1 Locating Information	8	68%	Very Satisfactory
III.2 Acquiring Information	15	69	Very Satisfactory
III.3 Organizing Information	4	64	Very Satisfactory
III.4 Interpreting Information	3	61	Satisfactory
III.5 Evaluating Information	3	55	Satisfactory

SOCIAL PARTICIPATION OBJECTIVES

IV.1 Student-Initiated Social Participation

This subtest sampled the degree to which students perceive themselves as engaging in activities such as seeking information from various community sources, working to help others or to improve something in their community, attempting to inform or influence others, and seeking an elected position in their school.

With respect to seeking information about current events, politics, and social issues from parents, libraries, newspapers, radio and television, almost two-thirds of the students said they had done these things within the past year. Item number 145 is an example from this part of the subtest.

145. Have you read a newspaper in order to find out about a problem?

A Yes 63% B No 36% 1% N.R.

Eighty-six percent of the students have helped to collect money for a good cause and 57% have worked with others to improve something in their community. Less than one-third of the students reported that they had sought an elected position while 11% indicated that they had attempted to influence others by writing a letter to a newspaper or politician.

Conclusions:

1. Students' perception of the extent of their use of and involvement in some aspects of the life of their communities was quite high and yet there is considerable room for increased involvement here.

Recommendations:

1. Place greater emphasis upon current events, community resources, and the local political process.
2. Provide opportunities for students to become involved in activities that contribute to the welfare of their communities.
3. Engage students in studying and using means of expressing opinions to the public and those in power.

IV.2 Classroom Social Participation

The new Social Studies curriculum recommends approaches which are varied, which actively engage students in their learning and which make use of the community as a resource. This subtest samples the degree to which students perceive these methodologies as happening in their classrooms.

Items within this subtest focused on different aspects of active engagement and community orientations; the relative importance placed on facts and their memorization; the emphasis given to explanation and the reasons why events occurred as they did; the degree of student engagement in the learning process; the use of students' communities as a resource; student involvement in aspects of their communities; and students' attitudes toward Social Studies. A few examples will serve to illustrate the methodologies in action, as perceived by students.

149. More importance is placed on why things happened than on memorizing facts.

A. Very Often	B. Often	C. Sometimes	D. Rarely	E. I Don't Know	
13%	25%	26%	11%	24%	1% N.R.

150. In Social Studies classes we must memorize dates or definitions.

A. Very Often	B. Often	C. Sometimes	D. Rarely	E. I Don't Know	
13%	24%	29%	22%	5%	1% N.R.

152. Students work in groups on projects.

A. Very Often	B. Often	C. Sometimes	D. Rarely	E. I Don't Know	
14%	23%	35%	24%	2%	1% N.R.

155. Students take notes from the board or an overhead projector.

A. Very Often	B. Often	C. Sometimes	D. Rarely	E. I Don't Know	
41%	23%	17%	15%	2%	1% N.R.

157. When studying about a time or problem in history, students use other sources of information as well as the textbooks.

A. Very Often	B. Often	C. Sometimes	D. Rarely	E. I Don't Know	
19%	31%	29%	12%	8%	2% N.R.

162. Students let people in the community know what they are learning by displaying their projects in their school or in the neighbourhood.

A. Very Often	B. Often	C. Sometimes	D. Rarely	E. I Don't Know	
6%	12%	29%	33%	15%	1% N.R.

With respect to attitudes toward Social Studies, 20% of the students thought that their classmates would say they enjoyed Social Studies classes either very often or often while 67% indicated they would likely respond this way only sometimes or rarely. Note that subtest II.8 in the Values and Attitudes section of this chapter reported a positive orientation towards the study of Canadian history.

Conclusions:

1. Many students did not perceive the methodologies recommended in the new curriculum to be widely implemented, although this conclusion must be interpreted with caution. Students might well have understood different things in such terms as field trips or lectures and their understandings might not have been those of teachers. Further, the interpretations attached to the terms "very often", "sometimes", and "rarely" likely varied from student to student.

2. Those approaches intended to increase student participation in the learning process were not seen by many students as being implemented to any great extent.

Recommendations:

1. Implementation efforts should be a top priority for Manitoba Education, school divisions, and faculties of education. These efforts should include:
   - preservice and inservice related to the new curriculum and the methodologies recommended in it;
   - identification, development, and purchase of suitable resources to support implementation; and
   - encouraging the use of local communities as learning resources, both through supportive policies and necessary funding.

IV.3 Group Decision-Making

This subtest was designed to find out what approaches to group decision-making students say they favour. Item number 136 is an example from this subtest.

136. Suppose you and your friends had a club, and the club needed a leader. How would your group choose the leader? (Pick the one that you think would happen most often.)

9%	A.	We would talk about it until we all agreed
7%	B.	A good leader would come forward naturally
56%	C.	We would talk about it, and then take a vote
22%	D.	We would try out different leaders until we found the best one
5%	E.	We would ask someone to decide for us
1%	N.R.	

Students' responses indicate that a small percentage think they would defer to either an outside authority or to a leader within the group. About one-quarter of the students indicated that they would favour seeking further information or experimenting with different options. A majority, however, stated a preference either for seeking consensus through discussions or for holding a vote.

Conclusions:

1. Students report a strong preference for democratic, open, and consensual approaches to group decision-making.

Recommendations:

1. Capitalize on these attitudes by providing concrete experiences in various school settings with the sorts of democratically oriented processes students say they prefer.

IV.4 Views of Citizenship

The items in this subtest were designed to sample students' understanding of good citizenship. Two dimensions of citizenship were covered by the items: one, non-political or general behaviour and, two, specifically political dimensions. Of the two categories, the non-political dimensions elicited the strongest agreement. Items in this category questioned such behaviours as studying hard, having good table manners, being polite, and working hard. Item number 168 is an example of the first category.

168. A good citizen works hard.					
A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree	
28%	51%	12%	6%	2%	2% N.R.

With respect to the more political dimensions of citizenship, such as encouraging others to vote, joining a political party and criticizing or trying to influence the government, the agreement was much less marked. The 2 examples below are representative of items that request the more active role of citizenship.

166. A good citizen joins a political party.					
A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly Disagree	
5%	16%	39%	30%	9%	2% N.R.
170. A good citizen criticizes the government when he or she feels it is necessary.					
A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree	
10%	29%	33%	16%	11%	2% N.R.

Conclusions:

1. A sizable majority of students see hard work, politeness, and appropriate manners as the hallmarks of a good citizen.
2. Fewer see active political participation as an attribute of a good citizen.

Recommendations:

1. More attention should be given in classrooms to the different dimensions of citizenship.
2. More emphasis should be given to the possible range of political activities and to the point that citizenship activities are a legitimate means for exercising political rights.

IV. 5 Attitudes Toward Social Participation

The items in this subtest sample students' attitudes toward various political activities as dimensions of social participation. Two subthemes are present in the 6 items: political activities characterized by a low and by a high degree of involvement.

When asked to indicate the degree to which they approved of people adopting different actions in response to a specific problem, more than half of the students either agreed or strongly agreed with the less active options, which included such actions as letter writing, telephoning, and signing petitions. In contrast, between 27% and 44% of the students agreed with the more active options open to citizens when confronted with a specific community problem. The specific problem and two of the six items that followed the problem are reported below.

Imagine that the government in your community decided to let a company tear down an historic old building and put up a new office building in its place. If a lot of people were against tearing the old building down, how would you feel about them doing each of the following things?

SHOW WHAT YOU THINK BY MARKING YOUR OPINION ABOUT STATEMENTS 172 TO 177 ON YOUR ANSWER SHEET.

172. Trying to stop the company by picketing the building site.

A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree	NR
12%	30%	35%	16%	5%	2%

173. Writing letters and phoning members of the government.

A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly Disagree	NR
16%	42%	24%	11%	4%	2%

Conclusions:

1. Students were reasonably approving of the less active political actions.
2. A high proportion of the students either disagreed with or were undecided about the more active political activities.

Recommendations:

1. Have students examine the various types of political actions in which citizens can engage and raise questions about these actions, their legitimacy, and why people employ them.
2. Using social participation activities of the type recommended in the curriculum, teachers should involve students in projects in their schools and communities in order to increase student understanding of varied modes of action, their purposes, and their legitimacy.

IV.6 Feelings of Competence with Respect to Social Participation

The items in this subtest sampled students' sense of their own knowledge and competence with respect to social participation and touched on their functioning in their communities. For the subtest as a whole, about half of the students indicated that they either agreed or strongly agreed that they feel confident with regard to social participation. Approximately 30% of the students were undecided on the issue. Items 178 and 180 are typical of the subtest.

178. I know how to work in a group so that the group can achieve its goals.

A.Strongly agree	B.Agree	C.Undecided	D.Disagree	E.Strongly disagree	
21%	48%	21%	6%	1%	3%NR

180. If I want to get my opinions printed in the newspaper, I know how to go about it.

A.Strongly agree	B.Agree	C.Undecided	D.Disagree	E.Strongly disagree	
10%	35%	29%	17%	5%	3%NR

Conclusions:

1. Students reported a higher level of competence with respect to their functioning in groups than they did with respect to making their opinions known and influencing government.

Recommendations:

1. Assess the social participation skills possessed by students and provide appropriate experiences where necessary.
2. Emphasize the importance of and provide experiences in areas such as civic involvement, group projects, communicating ideas publicly and using community resources.

Implications Arising from the Grade Six Assessment

Conclusions and recommendations related to particular segments of the grade 6 assessment have been reported in conjunction with the appropriate subtests. The points raised here are of a more general nature and arise from a consideration of the grade 6 assessment as a whole.

1. Manitoba Education, in cooperation with teachers, should address the methodology recommendations in the curriculum, (which emphasize inquiry, student involvement, and in-depth exploration of people's daily lives) and the curriculum content which is based upon an extremely comprehensive survey of Canadian history. The components of the test in this assessment may encourage the idea that a teacher's basic task is to teach students a chronology and a bare skeleton of facts. This works against encouraging the sorts of in-depth, student-centred and more time-consuming studies upon which the curriculum is premised.

    a. There should be a concerted effort to clarify the role of the knowledge dimension of the curriculum. Questions dealing with what knowledge is most important should be addressed. Efforts in recent years to redress an over-emphasis on simple memorization and to encourage the development of higher level thinking skills, social participation skills, and the capacity to deal with value issues may have resulted in confusion with respect to the role and relative importance of knowledge.

    b. Ways should be found to reconcile the extent of the content of the grade 6 curriculum with its methodological injunctions. This reconciliation is in part dependent on clarifying the place of the curriculum's knowledge objectives; it also requires a critical look at the number of topics indicated in the curriculum and some decisions regarding coverage versus in-depth study. The former usually necessitates teacher-centred methodologies and leaves little room for the student-involving sorts of approaches recommended in the curriculum.

2. Implementation, in a broad sense, should now be the major focus of those concerned with the quality of Social Studies education.

    a. There is an evident need for both student and teacher materials which support the social history and inquiry-oriented dimensions of the curriculum. A serious commitment to implementation should involve identifying or developing appropriate resources along with the financial support necessary for this to occur.

b. In-service on implementation of the curriculum should be supported by Manitoba Education and by school divisions. Both students' and teachers' reported perceptions reinforce the impression that the inquiry-oriented strategies recommended in the curriculum have been widely implemented.

c. Use of community resources through field studies and the involvement of people in the community require both adequate financing and supportive policies on the part of Manitoba Education and school divisions.

d. Manitoba Education, school divisions, and faculties of education should provide as many opportunities as possible for elementary teachers to obtain background knowledge relevant to teaching the curriculum.

CHAPTER V

GRADE 9 RESULTS

The grade 9 test consisted of 123 questions divided among four categories of objectives: 1) Social Participation; 2) Attitudes and Values; 3) Knowledge; and 4) Thinking and Research Skills. Each of these four parts was further subdivided into subtests. The subtests on Social Participation and Attitudes and Values have no right or wrong answers. Items in the Knowledge and Thinking and Research Skills subtests have correct or best answers. A total of 1150 grade 9 students formed the provincial sample for the assessment program. This is approximately 88% of the 10% sample designated for the provincial survey. The results are reported according to the categories of objectives to be found in the curriculum guide.

SOCIAL PARTICIPATION OBJECTIVES

1. Classroom Participation

The Social Participation section of the assessment consisted of ten items. For the sake of this report, these items have been divided into three categories. Items 1 to 4 dealt with teaching style in the classroom as indicated in these examples.

3. In your Social Studies class, how often do students discuss current events?

31%	A. Just about every day
46%	B. At least once a week
14%	C. At least once a month
5%	D. A few times a year
3%	E. Never

4. In your Social Studies class, how often do students work together in small groups?

6%	A. Just about every day
11%	B. At least once a week
31%	C. At least once a month
33%	D. A few times a year
19%	E. Never

Conclusions:

These results indicate that 55% of students are involved in discussion activities on a daily basis and that current events are dealt with at least weekly in the great majority of classes. At the same time, 51% of students indicated that, almost on a daily basis, they listened or took notes while their teachers did the talking.

For the most part, students work as individuals. Group work is done a few times a year by 33% of respondents and at least once a month by 31%.

A word of caution should be added here. These results must be viewed with a critical eye because responses may be affected by questions of definition; for example, what a teacher considers to be discussion might be interpreted as being a lecture by students.

2. The Use of Community Resources

5. In your Social Studies class, how often do outside speakers come to talk to the class?

0% A. Just about every day
1% B. At least once a week
4% C. At least once a month
37% D. A few times a year
58% E. Never

6. As part of your Social Studies work, how often are you involved in projects that study community problems?

2% A. Just about every day
6% B. At least once a week
19% C. At least once a month
38% D. A few times a year
35% E. Never

7. As part of your Social Studies course, how often do you go on trips or visits outside the classroom (e.g., to do interviews, to visit museums, and so on)?

0% A. Just about every day
0% B. At least once a week
2% C. At least once a month
35% D. A few times a year
61% E. Never

Conclusions: The results appear to show a trend. Most knowledge seems to be coming either from the teacher or from books. However, the community is seen as a resource to be used to help the teaching process and as a project to be studied in the majority of cases by approximately 40% of teachers.

3. Participation in the Political Process

Some questions of the Social Participation section of the assessment dealt with political involvement, as in the following examples:

8. As part of your Social Studies, how often have you written a letter to a newspaper, a politician, or anyone else, about a Social Studies topic?

1% A. Often
1% B. Three times
3% C. Twice
12% D. Once
82% E. Never

9. How often have you personally been involved in a group such as a political party, a pressure group, or a group that tried to change something?

4% A. Often
2% B. Three times
4% C. Twice
16% D. Once
74% E. Never

10. In your Social Studies class, how often do you study or discuss ways that ordinary people can get involved in social and political issues?

5% A. Just about every day
15% B. At least once a week
22% C. At least once a month
33% D. A few times a year
24% E. Never

Conclusions: The great majority of students have not been directly involved in political activity, something which is not unexpected considering their age, while they have for the most part frequently engaged in discussion about political involvement.

Recommendations Concerning Social Participation Objectives:

1. The importance of the other objectives in the guide should not be downplayed but it is suggested that teachers be reminded that Social Participation skills are an important aspect of the Social Studies curriculum.
2. Furthermore, Manitoba Education should find out what some teachers are doing to promote these participating skills and publicize their activities to other teachers.
3. Implementation efforts and in-service activity should emphasize the importance of Social Participation objectives.

ATTITUDES AND VALUES OBJECTIVES

The Attitudes and Values section of the test was made up of 34 items. They have been categorized according to the different subsections of the grade 9 Social Studies curriculum. A few examples follow:

1. Multiculturalism

The following questions were intended to assess students' attitudes to multiculturalism. The responses of the students are also included.

12. Multiculturalism serves to divide the people of Canada by emphasizing differences rather than similarities.

A. Strongly Agree 5% B. Agree 27% C. Undecided 42% D. Disagree 20% E. Strongly disagree 6%

16. English and French should be official languages all across Canada.

A. Strongly agree 9% B. Agree 22% C. Undecided 19% D. Disagree 23% E. Strongly disagree 27%

17. Multiculturalism is a good policy for Canada.

A. Strongly agree 16% B. Agree 38% C. Undecided 36% D. Disagree 6% E. Strongly disagree 4% 1% N.R.

Conclusions: In many of the items contained in this section, the high proportion of "undecideds" is worth noting, with 42% of students indicating that they were undecided on item 12, and 36% on item 17. It appears that students are more supportive of multiculturalism than they are of official bilingualism.

Conclusions (Cont'd.): The response to item 26 indicates a reasonably high degree of acceptance of all cultural and ethnic groups, although 34% of students report themselves either undecided about or in agreement with the statement that certain racial and religious groups should not be allowed into Canada as immigrants.

Recommendations:

1. More emphasis should be given to explaining the meaning and the implications of multiculturalism.
2. More emphasis should be given to the role of Canada's official languages and to the French-English duality of Canada.
3. Every effort should be made to increase students' acceptance of people from all racial and religious groups so that they do not make judgments based on stereotypes.

2. The Political Process

Several of the Attitudes and Values questions dealt with the political process. The responses suggest that students feel positively towards the political system and their ability to influence it, as the following examples indicate:

13. People should have the right to march and demonstrate in support of what they believe.

A. Strongly Agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree
35%	51%	9%	4%	1%

25. People must always be free to criticize their government.

A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree	
30%	46%	14%	8%	2%	1% N.R.

29. People should look after their own problems, such as hospital and medical expenses and unemployment insurance, and not expect government to look after them.

A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree	
2%	6%	14%	39%	37%	3% N.R.

Conclusions: The response to item 29 indicates that approximately three-quarters of the students accept the welfare state and the government's obligations to it. The responses to items 13 and 25 indicate a fairly strong acceptance of political activism. Students feel strongly that individuals have the right and the capacity to criticize and influence government.

3. The Economy

The following questions dealt with students' attitudes towards economic issues. The responses are also indicated.

24. Labour unions should become stronger and have more influence generally.

A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree	
6%	26%	46%	13%	7%	1% N.R.

28. People who are poor in Canada have only themselves to blame.

A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree	
4%	10%	19%	45%	19%	2% N.R.

30. Canada should take steps to reduce United States influence over her economy, even if it means a lower standard of living.

A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree
6%	15%	40%	27%	9%

Conclusions: Students feel positively towards government and see it as being there to help citizens. Furthermore, there is a strong indication that students do not blame people for being poor or unemployed. The large group of "undecideds" in item 24 might be an indication that the role of labour unions is not emphasized. Finally, there is some ambivalence about our economy being tied so closely to the United States economy, although, again, there is a high proportion (40%) of "undecideds".

Recommendations:

1. More attention should be given the role of trades unions in the economy and in society generally.
2. More attention should be given to helping students analyze and take a personal position on value issues.

4. The Legal Process

The following questions dealt with students' attitudes to the legal process. Students' responses are also included.

18. Canada should restore the death penalty for serious crimes.

A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree	
21%	26%	19%	17%	17%	1% N.R.

31. All Canadians, whether they are rich or poor, get equal treatment under the law.

A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree	
21%	35%	14%	20%	6%	3% N.R.

Conclusions: Students' responses to item 18, with 47% either agreeing or strongly agreeing with the restoration of the death penalty, are probably not too inconsistent with the attitudes of the adult population. They are also consistent with what is known generally about the orientation to questions of crime and punishment of this age group. Just over half of the students feel that the legal system is fair and equitable.

5. Canadian Identity

Items 20 and 33 relate to the Canadian identity and are included here, together with students' responses.

20. United States television programs are a threat to Canada's identity.

A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree	
6%	13%	22%	40%	18%	1% N.R.

33. In international affairs Canada is too closely linked with the policies of the U.S.A.

A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree	
6%	24%	48%	16%	3%	4% N.R.

Conclusions: The responses to item 20 demonstrate a fairly strong preference for American television programs. Obviously students do not see them as any sort of threat to Canadian identity.

The large number of "undecideds" (48%)in item 33 may be caused by the timing of the test, since this topic had not been covered at the time the test was conducted. However, it should be noted that this percentage is also consistent with others which ask for students to present a personal viewpoint on contemporary problems. It may be that students feel helpless in front of these complex issues but it is also possible that they have not been taught to analyze and assess them in their Social Studies classes.

Recommendations:

1. More attention should be given to helping students analyze and take a personal position on value issues.

6. Canada and the Third World

The following questions dealt with this part of the grade 9 Social Studies program. Students' responses are also included.

15. There is nothing that ordinary Canadians can do to help the poorer countries of the world.

A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree	
2%	7%	13%	50%	27%	1% N.R.

34. Canadians should give up some of their high standard of living in order to help the poorer countries of the world.

A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree	
7%	25%	31%	23%	10%	4% N.R.

Conclusions: Students' responses to these questions indicated that they are committed to foreign aid and to the idea that ordinary Canadians can do something to foster international development. It is noteworthy that, despite the strong wording of item 34, 32% of students either agree or strongly agree that Canadians should give up some of their standard of living, and only 33% actually disagree, although, once again, there is a high proportion (31%) of "undecideds".

Conclusions Concerning Attitudes and Values Objectives:

As has already been pointed out, many of the statements requiring students to present a personal viewpoint on current social and political problems received an "undecided" response. This may indicate an understandable inability on the part of students still only in their early teens to deal with complex problems which baffle many adults. Nonetheless, it should be noted that the statements ask only for a personal position or expression of opinion, not for a solution or even an assessment of a problem and the proportion of "undecideds" is very high. It seems reasonable to conclude that this is due, in many cases, to students not really having examined these and similar problems and not having been taught to analyze and assess them. The grade 9 Social Studies program is still very new and the aspect of the program which emphasizes current problems and student investigation and discussion has only just begun to be implemented in classrooms.

Recommendations:

1. It is recommended that implementation efforts, at both pre-service and in-service levels, emphasize teaching strategies, materials and resources that will introduce students to contemporary issues and that will encourage them to think about their personal ideas and attitudes towards them.

KNOWLEDGE OBJECTIVES

The section of the assessment which tested students' knowledge of the topics dealt with in the grade 9 Social Studies program consisted of 52 questions. These questions were, in turn, subdivided into eight subtests, corresponding to the units and topics of the grade 9 program. These eight subtests, together with the number of items contained in each, and the rating of the Interpretation Panel, are described in this table. The rating procedures are described on page 15.

Table 8

Average Percentage Correct and Interpretation Panel Ratings for Grade 9 Cognitive Skills

Content area with subtest data	No.of items	Average percentage correct	Interpretation Panel rating
KNOWLEDGE			
I.1 Overview of Canada	10	56%	Marginal
II.1 Who Is a Canadian?	4	42	Satisfactory
II.2 Multicultural Society	4	48	Satisfactory
III.1 Political Process	14	44	Marginal
III.2 Legal Process	7	57	Very Satisfactory
III.3 Economic Process	6	40	Marginal
IV.1 Interdependence of Canada	5	50	Satisfactory
IV.2 Canada and the Third World	2	58	Very Satisfactory

I.1 Overview of Canada

Performance on this subtest was rated as "Marginal" by the Interpretation Panel. Fifty-six percent of the questions were answered correctly.

The first three questions were map questions. Only a minority of students correctly located Great Slave Lake, the Nelson River, and the Beaufort Sea. Students, however, were better at identifying cities. St. John's was correctly identified by 73% of students and 70% knew where Victoria was. The response to item 43 showed that only 33% of students knew that most of Canada's population lives within 200 km of the Canadian-U.S. border.

Recommendations:

1. More emphasis be given to mapwork, particularly in the context of the discussion of current events and of appropriate topics in the grade 9 program.
2. More emphasis be placed on the discussion of current events, particularly as and when they are dealt with in the media.
3. More emphasis be placed on the concepts of Canada's vast size and its population distribution.

II.1 Who Is a Canadian?

Four questions made up this subtest. The Interpretation Panel gave students' responses a rating of "Satisfactory". The mean score was 42%. Some questions were felt to be quite difficult for students at the grade 9 level. Two examples follow:

48. Which one of the following is NOT intended to promote the development of a Canadian identity in culture and education? SELECT THE EXCEPTION.

8%	A.	Canadian content quotas in radio and TV programming
12%	B.	Canada Council grants
48%	*C.	National Hockey League expansion in the United States
22%	D.	Restrictions on hiring of non-Canadians for teaching positions in Canadian universities
9%	E.	Government support of the C.B.C.
1%	N.R.	

51. Which one of the following organizations is responsible for controlling the amount of Canadian programming on radio and television?

4%	A.	N.F.B.
59%	B.	C.B.C.
10%	C.	A.C.T.R.A.
2%	D.	C.U.S.O.
24%*	E.	C.R.T.C.
1%	N.R.	

Conclusions: The Interpretation Panel thought that item 48 was worded in a way difficult for grade 9 students to understand. The Panel also observed that the personalities mentioned in item 49 were of another generation than those who occupied the attention of grade 9 students, although it should be noted that these names are nonetheless frequently in the news. It may be that students' difficulty with this question, as with the map questions on the Beaufort Sea and the Nelson River, stems from their unfamiliarity with news and current events. This interpretation is also borne out by the response to item 51. Despite the frequent mention of the C.R.T.C. in the news, only 24% of students could correctly identify its function.

Recommendations:

1. More emphasis should be given to news media and current events.

2. Implementation efforts at provincial and local levels should pay particular attention to the Who Is a Canadian? section of the grade 9 program, particularly in identifying teaching strategies and resources.

II.2 Multicultural Society

This subtest comprised four items. The Interpretation Panel rated students' responses as "Satisfactory". The questions and responses are as follows:

45. In the past, Canada encouraged immigration from other countries MAINLY because it

33%* A. needed workers.
10% B. wanted to please the governments of other countries.
27% C. wanted to help victims of persecution.
22% D. wanted to make Canada a more interesting place to live.
7% E. wanted to increase her military strength.
1% N.R.

47. The percentage of Canada's population which speaks French as its first language is about

25% A. 10%.
39%* B. 25%.
23% C. 40%.
8% D. 5%.
5% E. 55%.

50. Canada's official policy of encouraging people to keep their customs and heritage is best described as

7% A. melting pot.
8% B. bilingualism.
5% C. federalism.
64%* D. multiculturalism.
15% E. nationalism.
1% N.R.

74. Which one of the following statements best defines the term "cultural mosaic"?

8%	A.	A policy which imposes the same culture and language on everyone
57%*	B.	A policy which allows people to keep many of their cultural traditions
15%	C.	A policy which allows only certain groups as immigrants into a country
12%	D.	A policy which gives people a certain length of time to become citizens
6%	E.	A policy which says that citizenship depends upon a person's ethnic background
2%	N.R.	

Sixty-four percent of students correctly identified the definition of multiculturalism, although it is worth noting also that, despite the frequency with which the word is used, 36% did not define it correctly. The Interpretation Panel considered that this response rate was "Satisfactory". Fifty-seven percent of students also correctly defined the term "cultural mosaic". However, students did less well in identifying the proportion of Canadians for whom French is their first language, with only 39% of students answering this item correctly. Approximately equal numbers either overestimated (28% of students) or underestimated (33%). Similarly, students were divided on the reasons for Canada's immigration policy, although it may be that the word "mainly" in the item caused some ambiguity in students' minds.

Recommendations:

1. The major definitions, issues, and facts concerning multiculturalism should be more precisely defined for the assistance of teachers.

III.1 The Political Process

This subtest consisted of 14 items, due to its importance in the grade 9 Social Studies program. Some examples of these items, together with students' responses, are given below. The Interpretation Panel rated the responses to the items of this subtest as "Marginal". The mean score obtained by students was 44%.

53. Which one of the following describes the Speech from the Throne?

13%	A.	A speech written and delivered by the Queen when she visits Canada
37%*	B.	A statement of government policies and legislative plans read at the beginning of a Parliamentary session
37%	C.	A speech about Canadian government written by the Queen and read by the Governor-General
8%	D.	A statement expressing support for the monarchy in Canada
5%	E.	An annual New Year's message broadcast from London
1%	N.R.	

60. Which one of the following is NOT guaranteed by the Constitution (Canada Act)?

7%	A. Democratic rights
37%	B. Aboriginal rights
25%	C. Minority language education rights
14%*	D. Property rights
17%	E. Fundamental freedom
1%	N.R.

64. The person who deals with people who think they have been treated unfairly by government officials is called the

22%*	A. ombudsman.
46%	B. public defender.
9%	C. chief magistrate.
16%	D. civil servant.
5%	E. deputy minister.
1%	N.R.

72. Which one of the following is a power which belongs ONLY to municipal governments?

26%	A. Highway construction
8%	B. Operating prisons
13%	C. Operating magistrates' courts
14%	D. Generating electricity
38%*	E. Assessing property taxes
1%	N.R.

Although there is an obvious danger of overloading this unit of the grade 9 program with esoteric factual data and of turning what is intended to be an examination of the dynamics and processes of politics into a static recital of isolated facts, it remains true that students must have some basic knowledge of the political arena in which they live. The items for this subtest were designed to test fairly basic knowledge, such as the definition of the Speech from the Throne and to test students' knowledge of topics that had been in the news, e.g., the Constitution. Despite this, the results were rated by the Interpretation Panel as "Marginal". For example, 37% of students correctly defined the Speech from the Throne, although another 37% did come close except to say that the Speech was written by the Queen - a misunderstanding which suggests that students are not clear about the role of the monarchy in Canada. Only 22% of students correctly identified the role of the ombudsman, with 46% of students using the term "public defender", probably testimony to the influence of U.S. television programs. Other responses can be gathered from the test items themselves. The important point is that this subtest met with only a "Marginal" response, although the topic is an important one on the grade 9 program.

Recommendations:

1. Teachers should ensure that students have a basic knowledge of the political system.
2. Teachers should build a classroom collection of appropriate materials from as wide a range of sources as possible.
3. Emphasis be given to teaching strategies and materials that combine basic political knowledge with an understanding of the political process so that it is clear that these two approaches are not mutually exclusive.
4. Manitoba Education and school divisions should reduce the deficiencies of the prescribed textbook in this area by identifying supplementary materials for teachers.

III.2 The Legal Process

This subtest contained seven items, an example of which, together with students' responses, is given below. Students did quite well on this subtest and the response was rated as "Very Satisfactory" by the Interpretation Panel.

61. Which one of the following statements best describes the Supreme Court of Canada?

44%	A.	It deals only with the most serious crimes
5%	B.	It chooses the Governor-General
32%*	C.	It deals only with appeals from other courts
14%	D.	It deals only with disputes between the federal and provincial governments
4%	E.	It appoints judges and magistrates
1%	N.R.	

Items 61 and 62 caused students more difficulty than any others in this subtest and suggest that students may not fully understand the working of the court system. For example, 32% of students correctly answered item 61, asking for the role of the Supreme Court, while 44% thought that it dealt "only with the most serious crimes". This might reflect students' understanding (or misunderstanding) of the word "Supreme". Similarly, it could be that students were misled by the phrase "best describes" in the stem of the question. Nonetheless, given the importance of and the publicity devoted to the Supreme Court, especially in the context of the Constitution, it is noteworthy that only 32% of students correctly answered this question. By contrast, a majority of students (72%) knew that the police were not supposed to punish criminals and 73% correctly defined "rehabilitation". As already noted, student responses to this subtest were rated as "Very Satisfactory", which is encouraging, given the novelty of this unit in the grade 9 Social Studies program.

Recommendations:

1. Attention be given to ensuring that students understand the duties and functions of the courts, and particularly of the Supreme Court.

III.3 The Economic Process

This subtest contained seven items and the mean score obtained by students was 40%. The Interpretation Panel rated this as "Marginal". Some examples of the items on this subtest, together with students' responses, follow:

66. Which one of the following is often used to describe the relationship of the Canadian economy to the United States economy?

29% A. Free trade
26% B. Economic nationalism
18% C. Equal partners
15%* D. Branch plant economy
11% E. Undefended border
1% N.R.

68. Which one of the following statements best describes a recession?

13% A. A period of rapid economic growth
12% B. A period in which the unemployment rate is not affected
8% C. Does not happen in Canada
16% D. Happens as a result of regional disparity
50%* E.* Causes layoffs and a drop in consumer spending
1% N.R.

It is hard to escape the conclusion, when one looks at students' responses to these items, that many of them were guessing and had very little knowledge from which to work. This, for example, seems to be very much the case in item 66 where no clear pattern can be detected in students' responses. Even fairly widely used terms, such as "multinational corporation", "secondary industry", and "recession" caused problems. It may be that students are not having their attention directed to economic news when they study current affairs. Indeed, it may be that this confusion about terms which are in general usage derives from a phenomenon to which attention was drawn earlier in this report, viz. that students are not as well informed as they might be about current affairs.

Recommendations:

1. In-service activities at both the provincial and local levels should pay special attention to the economics unit of the grade 9 program.
2. Some emphasis should be given to economic issues and news when studying current affairs.
3. The approved textbook should be scrutinized to assess the utility of its economics section and should be supplemented with other materials, if necessary, made available to teachers by Manitoba Education.
4. The economics unit (III.3) of the grade 9 curriculum guide should be examined by the appropriate committees and, where necessary, rewritten to ensure that it is as helpful to teachers as possible.

IV.1 The Interdependence of Canada

This subtest consisted of five items, of which examples are given below. The mean score obtained by students was 50% and this was rated by the Interpretation Panel as "Satisfactory".

85. Which one of the following statements most accurately describes Canada's pattern of trade?

15%	A.	Canada mostly exports manufactured goods and imports raw materials
12%	B.	Canada exports a great deal but imports very little
53%*	C.	Canada mostly exports raw materials and imports manufactured goods
5%	D.	Canada neither exports nor imports much of anything
12%	E.	Canada exports exactly as much as she imports
4%	N.R.	

56. To which one of the following organizations does Canada NOT belong?

11%	A.	U.N.
37%*	B.	O.A.S.
16%	C.	N.A.T.O.
26%	D.	N.O.R.A.D.
10%	E.	The Commonwealth
1%	N.R.	

In view of the fact that many students would not have reached this section of the grade 9 program when the assessment was administered, the responses to the items on this were "Satisfactory". Sixty percent of students knew that the U.S.A. was Canada's largest trading partner and 53% knew that Canada's trade pattern was primarily the export of raw materials and the import of manufactured goods. Item 56 caused the most difficulty, possibly because the organizations were listed by their initials rather than by their full names. Nonetheless, these initials appear frequently in the news and students can reasonably be expected to be familiar with them.

Recommendations:

1. That attention by teachers be given to ensuring that students know Canada's international alliances and affiliations.

IV.2 Canada and the Third World

This subtest consisted of two items. The mean score obtained by students was 58% and the Interpretation Panel rated this as "Very Satisfactory". The two items, together with students' responses, follow:

82. The amount of resources and energy that the average Canadian will consume in a lifetime compared with that of the average African will be

7%	A.	less.
8%	B.	about the same.
13%	C.	about 5 times as much.
45%*	D.	about 50 times as much.
24%	E.	about 10 times as much.
3%	N.R.	

83. Which one of the following best describes the Third World?

4% A. All the countries of the southern hemisphere
70%* B. All the countries facing serious problems of economic development
8% C. All the countries that do not follow the lead of either the U.S.A. or the U.S.S.R.
8% D. All the countries that possess nuclear weapons
6% E. All the countries that do not belong to the United Nations
3% N.R.

Obviously most students identified the term "Third World". Although only 45% of students correctly answered item 82, another 24% chose response E and thus can fairly be said to have understood the concept embedded in the question, being mistaken only on the actual proportion involved. It is impossible, of course, to generalize from two responses. However, these two are consistent with the space occupied by this unit on the grade 9 program. It could well be that this unit should be given a more prominent place in the program.

THINKING AND RESEARCH SKILLS OBJECTIVES

The table printed below indicates that the Interpretation Panel rated students' responses as more satisfactory in this cluster of objectives than on the Knowledge objectives.

Table 9

Average Percentage Correct and Interpretation Panel Ratings for Grade 9 Cognitive Skills

Content area with subtest data	No.of Items	Average percentage correct	Interpretation panel rating
THINKING AND RESEARCH SKILLS			
I. Canada-Physical Environment	4	66%	Very Satisfactory
III. Canadian Society	13	44%	Satisfactory
IV. Canada and the World	5	60%	Satisfactory
V. General Social Studies Skills	13	54%	Satisfactory

The lower mean (44%) obtained by students on Unit III, Canadian Society, can be explained in part by the fact that the questions were based upon comprehension of an argument, something which presented a problem to a number of students as will be explained below. Nonetheless, it bears repeating that the Interpretation Panel was satisfied for the most part with the way in which students dealt with this section of the assessment. Since skills objectives are an important part of the new Social Studies curriculum in all grades, this is an encouraging development, suggesting as it does, that teachers have already begun

to help their students achieve these objectives.

The skills tested in the assessment were the usual Social Studies skills, including understanding of graphs and maps, comprehension of arguments, assessment of an author's purpose, critical thinking, and so on. For the sake of convenience, the skills are organized here by the unit in the grade 9 program to which they were applicable, together with a category of general skills which are applicable throughout the program. The reason why there were no skill items for Unit II of the program is that the time available for students to complete the assessment instrument meant that selections had to be made and to include skill items for this unit would have been to duplicate items which were already included in other units since the same skills were involved.

I. Canada's Physical Environment

This subtest consisted of four questions, three of which were based on a graph indicating average family incomes in each of the provinces and territories of Canada. The mean score was 66% and performance was rated as "Very Satisfactory" by the Interpretation Panel.

The responses to items 119 (87% correct) and 121 (71% correct) show that students had little difficulty with the graph. Item 120, quite a challenging question, was an exception and did cause students to have problems. Since the interpretation and analysis of graphs and charts are important Social Studies skills, these results are encouraging, especially since they are largely confirmed by the responses to items 90 - 94 as described in the subtest "Canada and the World".

III. Canadian Society

There were thirteen items relevant to this topic of the grade 9 program which were designed to test students' skills, with particular emphasis on the comprehension and analysis of a written argument. Overall, students obtained a mean score of 44% which, in view of the nature of the items, the Interpretation Panel rated as "Satistory". Examples of some of the items and students' responses follow:

104. Which ONE of the following is a statement of value and NOT a statement of fact?

19%	A. Technology affects all of us
12%	B. Canada is a technological society
16%	C. Industrial development depends upon technology
38%*	D. Technology will always produce prosperity
13%	E. The computer is an example of modern technology
1%	N.R.

114. Which ONE of the following would be MOST difficult to prove either true or false?

35%*	A.	Government controls restrict the development of business
19%	B.	Tourism in Canada has greatly increased since 1950
13%	C.	In the last twenty years, membership in trades unions has increased
15%	D.	Canada exports more forest products than it does agricultural products
16%	E.	A large proportion of Canadian industry is foreign controlled
2%	N.R.	

The responses to items 104 and 114 suggest that many students found it difficult to perform some of the fundamental tasks involved in critical thinking, particularly the separation of fact from opinion and the verification of statements. It is obviously dangerous to generalize from such a limited sample of evidence and these two items were decidedly complex but, nonetheless, students obviously had difficulties with them. That this may be due to their unfamiliarity with the kinds of skills called for in these two items is further borne out by their responses to items 116 - 118, which called for the analysis of a written argument.

These items were designed to provide some evidence as to students' ability to analyze an argument. The written passage was deliberately argumentative. Item 116 was correctly answered by 47% of the students; in other words, roughly one-half of the students identified the principal message of the passage, although, by the same token, approximately one-half did not. Fewer students, however, were able to identify the purpose and nature of the passage. Only 36% correctly identified the purpose of the passage, although the 26% who opted for response D were obviously on the right lines. It is difficult to know what to make of the response to item 118, where 22% of the students describe the passage as "revolutionary". This is ironical since the passage is, in fact, based upon a Winnipeg Free Press editorial of the 1960's criticizing the then Pearson government. That only 25% of the students correctly identified the most accurate answer as "interpretative" suggests, as noted above, that students are not as certain as they might be about the distinction between fact and opinion, particularly in cases where the distinction is not black and white. Thus, 24% of students described this argument as "fact". It is, of course, also possible that students are not familiar with questions that call for the "best" or "most accurate" answer rather than simply for the one objectively correct response.

Nonetheless, there is enough evidence in these 13 items to suggest that students need more explicit teaching and more practice in the skills of comprehension and analysis and of critical thinking generally. It should be noted that the grade 9 Social Studies program, with its emphasis upon skill objectives, is only now being implemented and it is, therefore, not surprising if students and teachers are not yet fully familiar with it.

Recommendations:

1. Implementation activities at the provincial and local levels should include materials and teaching strategies for the teaching of critical thinking.
2. Students should be given more experience in the analysis of newspaper editorials and similar pieces of argumentative prose.

IV. Canada and the World

Five skills questions were relevant to this topic, all of them dealing with the comprehension of a bar-graph. Students' mean score was 66%, which the Interpretation Panel rated as "Satisfactory".

Item 90 obviously caused difficulties for only a few students and 85% answered it correctly. This indicates that students identified the main trend illustrated in the graph and understood its legend and meaning. The responses to items 93 (63% correct) and 94 (69% correct) also suggest that most students can understand the the message conveyed by graphs. However, items 91 (36% correct) and 92 (47% correct) indicate some difficulties in calculation and comparison. Overall, however, the responses to all these items bear out the impressions one gains from the responses to items 119 - 121, viz. that students can essentially read graphs without undue difficulty, although they have some difficulty comparing one measurement against another and arriving at an accurate estimate.

Recommendations:

1. Students continue to be given practice in the analysis of graphs in the Social Studies program.
2. Particular practice should be provided in cross-comparison among different indicators on graphs.

V. General Social Studies Skills

This category contained 14 items, all of which were designed to assess general Social Studies skills, i.e., skills which were common to all units in the grade 9 program. There is, of course, no clear distinction between these skills and those mentioned in previous sections. In a sense, the great majority of Social Studies skills are common to all units and topics. However, these items in particular were designed to draw upon no particular part of the grade 9 program. Students' mean score was 54% which was rated by the Interpretation Panel as "Satisfactory". Students' responses to these items indicated that they had the same kinds of difficulties as they had with other items of a similar nature. For example, only 52% of students identified item 100 as a statement of opinion rather than of fact.

100. Which ONE of the following is a statement of opinion, NOT a fact?

52%*	A.	Canada is right to test the Cruise missile
12%	B.	Canada sells nuclear reactors to other countries
8%	C.	Canada uses nuclear power
7%	D.	The Cruise missile will be tested by the U.S. Air Force
21%	E.	Some Canadians oppose the Cruise missile
1%	N.R.	

It is difficult to know how to interpret the 21% who selected response E as a statement of opinion, especially in view of the publicity given to the issue of testing of the Cruise missile.

Similarly, only 39% of students correctly answered item 95, which called for an assessment of verifiability and so got at the fact/opinion distinction in another way. This is very consistent with the response to item 114, reported earlier, where 35% of students correctly identified the statement which would be easiest to prove true or false.

95. Which ONE of the following would be the MOST difficult to prove either true or false?

12%	A.	Wilfrid Laurier won the 1911 general election
16%	B.	The average January temperature in Winnipeg is lower than in Churchill
17%	C.	The cost of living in Canada is higher than in the U.S.A.
39%*	D.	Technology is Canada's biggest problem today
14%	E.	More Canadians drive cars today than twenty years ago

As noted previously, it may well be that students are not totally familiar with questions that call for the best answer rather than the objectively correct answer and questions such as this do contain an element of ambiguity. It is also true that such questions call for the exercise of a skill with which students may not be familiar. Nonetheless, there is evidence here, as noted previously, that students do have difficulty with the fact/opinion distinction, especially in cases where this distinction is not clear-cut.

Despite the emphasis in the grade 9 program on multiculturalism, on tolerance, and on the nature of Canadian society, there is some evidence that students have not in all cases mastered the definitions and the concepts necessary to clear-thinking and analysis. The responses to items 112 and 113, for example, indicated some confusion about terms:

112. The statement that all Canadians like hockey is an example of

7%	A.	prejudice.
55%*	B.	stereotyping.
6%	C.	discrimination.
26%	D.	nationalism.
5%	E.	racism.
1%	N.R.	

113. A group of people that has adopted another culture is said to be

4%	A.	prejudiced.
8%	B.	racist.
8%	C.	discriminatory.
27%*	D.	assimilated.
53%	E.	cultured.
1%	N.R.	

However, it should be noted that the grade 9 Social Studies program is still very new and both teachers and students are naturally and understandably only just beginning to become familiar with it. Furthermore, students in grade 9 when the assessment was given had studied the old Social Studies program in earlier grades and so did not have the background that the new program assumes.

This section of the assessment also included some questions designed to test students' map skills. Students' responses to these questions (items 105 - 109) regarding scale, plotting,and compass directions indicate that the majority of grade 9 students had little difficulty. The only item which caused real problems was question 109, which was admittedly complicated, calling for students to apply their common sense knowledge that water flows downhill and that the Great Lakes-St. Lawrence flow in a general west-east direction. It is a little surprising that so many students (24%) selected Thunder Bay as the correct answer. The response to this question may indicate that students are not totally conversant with Social Studies questions that call for the exercise of thought and not simply the application of a learned skill or the repetition of memorized knowledge. That this may, indeed, well be the case is also suggested by students' answers to the question calling for the analysis of a cartoon, of which more below.

Some basic research skills were tested by questions 99 and 101, the responses to which indicated that students could benefit from more practice in library and research skills.

Finally, this section on general Social Studies skills included a newspaper cartoon which students were asked to explain. Since the subject of the cartoon was the concept of a continental energy policy, it was felt that students in the grade 9 program would have some general notion of the subject matter. Students were asked to write a paragraph explaining the meaning of the cartoon and it is obvious that the assessment of paragraph answers lends itself to a certain amount of subjectivity. Further information on the grading scheme is to be found in the Preliminary Report, (p.39).

It is clear from the students' responses that most of them could explain the cartoon, at least at a basic level, but that only a minority could provide anything like a complete analysis and explanation. In particular, many students did not relate the cartoon to its caption, that is to say they did not actually identify the political and satirical message of the cartoon. They saw it as a picture and described what was depicted but that they did not perceive its essential meaning.

This inability to perceive and account for more than one variable at a time can be seen also in other answers to various items on the assessment and is consistent with many of the findings on adolescents' understanding of History, Geography, and Social Studies which derive from research based on Piagetian Theory. In particular, it confirms students'

penchant for "describer" rather than "explainer" thinking, to use Peel's terms, and it confirms Piaget's finding that youngsters tend to centre on one feature of a problem rather than balance various features in combination. So, then, the matter of students' responses to this and some other items may be explained in part by cognitive developmental theory and research. It may be that in grade 9, and in the context of Social Studies, students are concrete-operational rather than formal-operational thinkers. At the same time, it has been questioned whether adolescent students are, in fact, inevitably at this stage or whether their thinking is not rather substantially affected by the nature of the curriculum and the teaching they encounter. In particular, Martin Booth has shown that youngsters in their early teens can think in more complex and sophisticated ways than we often assume if they are taught in certain ways. So then, it may be that students' inability to deal with this cartoon in anything but the most basic way may be a reflection of the fact that they have not encountered much of this kind of material and teaching in their schooling up to this point.

The assessment included one long-answer item (question 123) which asked students "to describe Canada to someone who has never visited it and who knows nothing about it". This question obviously has no objectively right or wrong answer and is one which involves knowledge, skills, and attitudes and values. It was intended to provide some information on how students perceive Canada, and, particularly, to see to what extent their involvement in the grade 9 Canadian Studies program affected their perceptions. At the same time, such a question provided a test of the usual skills of composition (i.e., of expression, grammar, synthesis, and so on) which are obviously important in the Social Studies program. Students' answers were judged according to content and to composition and the results can be found in the Preliminary Report (p. 40).

Although the interpretation of these results is obviously hazardous, the quality of the essays overall could have been better. To some extent, students may have been rushed and not have had the time to work out, re-read, and polish a suitable answer to the question. Even so, and taking this into account, the results do indicate some room for improvement.

Recommendations:

1. More emphasis be given to the writing of paragraphs and short essays of an interpretative or argumentative nature.
2. More emphasis be given to the improvement of students' grammar and style and clarity of written expression.
3. To the greatest extent possible, cooperation with Language Arts teachers should be emphasized in order to help students write and argue as well and as clearly as possible.

Recommendations (Cont'd.):

4. Teachers should give somewhat more emphasis to the teaching of value issues and controversy in the Social Studies.
5. Advantage should be taken of all opportunities to teach skills across the subjects of the curriculum.
6. The appropriate curriculum committees should identify a basic list of skills which students should learn as part of their Social Studies program at each grade level.
7. Teachers should be helped and encouraged to introduce cartoons, editorials, and similar interpretative materials into their teaching and to teach their students the necessary skills for understanding and analyzing them.
8. Implementation activities at the provincial and local levels should include teaching resources and strategies for developing students' skills.

Implications

Specific recommendations relevant to particular segments of the grade 9 assessment have been reported with the appropriate subtest. The points raised here are of a more general nature and arise from a consideration of the grade 9 assessment as a whole.

It must be kept in mind when considering these and earlier recommendations that the grade 9 Social Studies program was very new when the assessment was administered and that, as a result, both teachers and students were still becoming familiar with the program. Furthermore, the Social Studies programs in earlier grades, upon which the grade 9 program builds, were equally new. Thus arose a situation where students who had taken the old Social Studies program were being tested on the new one.

In reading between the lines, so to speak, of the information contained in the grade 9 assessment, one gains the impression that the statements of objectives in the grade 9 program need more clarification and precision if they are to be more helpful to teachers. In particular, it would be useful to specify more clearly just what it is that students are expected to know after studying any particular topic or unit. Such specifications could usefully include definitions, terms, concepts and so on which are regarded as fundamental to the unit. If, for example, in their study of multiculturalism, students are expected to be familiar with such terms as "cultural mosaic", "assimilation" and so on, or if they are expected to know the basic facts concerning the English-French duality of Canada, it would be a valuable service for teachers if this could be fairly precisely stated. This should not be seen as a call for behavioural objectives but rather as a call for further thought and clarification of the objectives of the program.

On a related point, it became clear, when the assessment instrument was being constructed, that there was some overlap between the four different categories of objectives on the program,

so that sometimes, for example, a knowledge objective appeared as a skills objective, and so on. Again, the grade 9 curriculum guide would benefit from further analysis and more precise description of objectives.

There also needs to be a fuller explanation of the balance among the four sets of objectives. It may be that some of the results in the Knowledge subtests of this assessment can be explained by a feeling that what is now important are skills and values rather than knowledge. The point is, of course, not that skills are necessarily more important than knowledge, but that they are interconnected. And, of course, the same goes for Social Participation and Attitudes and Values. In any event, it would be useful, and helpful to teachers, if Manitoba Education were to provide an explanation of the relationships among, and the priorities to be given to, the four sets of objectives.

The results of the assessment suggest that skill objectives may need attention also - and particularly those skills which are usually thought of as comprising critical thinking. There are, of course, many definitions of this and much argument among philosophers and others, but for our purposes this description is useful.

1. Grasping the meaning of a statement.
2. Judging whether there is ambiguity in a line of reasoning.
3. Judging whether certain statements contradict each other.
4. Judging whether a conclusion follows necessarily.
5. Judging whether a statement is specific enough.
6. Judging whether a statement is actually the application of a certain principle.
7. Judging whether an observation statement is reliable.
8. Judging whether an inductive conclusion is warranted.
9. Judging whether the problem has been identified.
10. Judging whether something is an assumption.
11. Judging whether a definition is adequate.
12. Judging whether a statement made by an alleged authority is acceptable.

It seems that students could benefit from more work in attaining the skills contained in this list. In particular, teachers should be encouraged to incorporate controversial issues and current problems into their teaching. To this end, more use could profitably be made of the media. The teacher survey shows that most teachers do make some use of the newspaper: they should be encouraged to do more and, in particular, to teach students how to analyze editorials, letters to the editor, cartoons, manifestos, and other argumentative or interpretative statements. This approach also lends itself, of course, to the use of visiting speakers and of field trips, both of which, judging by the evidence of the teacher survey, could be used more extensively in the grade 9 Social Studies program.

As part of this general approach to teaching, when students are introduced to controversial issues, they should also be encouraged to form a reasoned personal opinion. The high percentage of "undecideds" on those items of the assessment calling for a personal opinion on some current issue is especially noteworthy. As noted earlier in the report, this may be due in part to students' understandable modesty when faced with problems that daunt even the most knowledgeable adult. There is, after all, no virtue in fools rushing in where even angels

fear to tread. However, students undoubtedly do have personal opinions, even on contemporary issues, and one is struck by their unwillingness to take a stand. It may be that they are not used to answering questions on what they saw as a "test" which does not have "right" or "wrong" answers. Some of their hesitation, however, was no doubt due to their not being able to state a personal opinion or to make a personal assessment. Accordingly, teachers should be encouraged to find ways of helping students analyze issues and to form reasoned personal opinions on them. These are curriculum models and materials, and teaching strategies which do this, some of them developed here in Manitoba, and they should be made more widely available to teachers than they have been.

This should be interpreted with some caution, however. It should not be read as a call for abandoning any kind of structured program in favour of a do-your-own-thing approach to newspaper study and current affairs. The question is one of balance, of combining more traditional approaches to the acquisition of knowledge with the newer approaches that call for inquiry and process-oriented strategies (although it is worth noting that these "newer" approaches are at least as old as Socrates).

All of these observations are obviously relevant to the task of implementing the new curriculum which Manitoba Education has undertaken as a major priority and, as this work of implementation proceeds, the results and implications of assessment should play an important part. There is a good deal that can be done in pre-service and in-service work in this regard, particularly in disseminating and/or developing the necessary materials and teaching strategies upon which these recommendations depend. This is especially the case in view of the high proportion of grade 9 teachers who are teaching Social Studies with little or no specialized training. According to the results of the teacher survey, less than half of the teachers have four or more 3-credit courses, either academic or professional, in History, Geography, or the Social Sciences. So far as History is concerned, 46% of teachers have three or fewer such courses; for Geography, the figure is 49%; for other Social Sciences, it is 47%. The number of "no response" answers lends a little uncertainty to these figures but the overall picture is clear.

CHAPTER VI

GRADE 12 RESULTS

The grade 12 test was divided into four parts: Knowledge, Thinking and Research Skills, Attitudes and Values, and a Social Participation component. Because Social Studies is not a compulsory subject in grade 12, the sample was chosen from those students taking 300/305 ENGLISH (hereafter called 300) and 301/304 ENGLISH (hereafter called 301). This breakdown between 300 and 301 students has been reflected in this report; the results are given in the style 65/50%, meaning 65% of 300 course students were correct in this item; 50% of 301 students were correct. This usage has been followed throughout this chapter.

The sample was made up of 832 students (587 from the 300 course group, 245 from the 301) at 21 randomly selected senior high schools throughout Manitoba. This is approximately 70% of the 10% sample designated for the provincial survey.

The grade 12 test consisted of 148 items, both cognitive and affective, divided among the content areas: History and Politics; Canada, the World and Current Issues; Mapwork; and Economic and Social Change. Students writing this test, though in grade 12 at the time of the assessment, were being examined essentially on work done in grade 10 Geography and grade 11 History as well as knowledge and skills the Technical Advisory Committee felt a grade 12 student should have upon leaving school. It may be of interest, therefore, to examine what proportion of the students had completed the various Social Studies courses at the earlier levels. The information is summarized in Table 10.

Table 10

Level	Courses previously completed by grade 12 students			
	Geography 100	Geography 101	History 200	History 201
300	85%	13%	72%	19%
301	45	49	34	48

The information for the table above was obtained from items 1 - 4 in the Preliminary Report of the 1984 Social Studies Assessment. These items also reveal that over one-third of the students had completed the optional American History 100 or 101 and 17/30% of the students had completed a Geography course in grade 11.

The schools chosen for this assessment were randomly selected on a stratified basis. The strata were: 1) urban; 2) rural large; 3) rural small; 4) schools using French as a language of instruction. Because each of the strata varied considerably in the number of schools they contained, different percentages of schools were selected from each stratum to ensure adequate representation. The sampling design requires that a complex weighting

system be employed to compute mean subtest scores as well as the proportion of students choosing each response to an item. The data in the Preliminary Report do not reflect these weightings and as such are in a tentative form. The weighted data for individual items are presented in this report in Appendix A. These data vary to a limited extent from the previous report. The mean scores of the cognitive subtests based upon the weighted data are presented in Table 11 in this chapter. These weighted mean scores and the unweighted mean scores are virtually the same.

Results

The actual results for the Knowledge and Thinking and Research Skills categories, together with the ratings of the Interpretation Panel, are presented in Table 11. Each of the subtests is discussed in turn. For details of student performance on the items, refer to the Preliminary Report which was distributed to schools in June, 1984. Table 12 presents the results of the Attitudes and Values items. In this area, students' opinions and views were sought and as there are no right or wrong responses per se, the results are given without interpretation ratings.

KNOWLEDGE AND THINKING AND RESEARCH SKILLS OBJECTIVES

In this chapter of the report, the Knowledge and Thinking and Research Skills subtests are dealt with in pairs in order to make comparison easier and because, unlike the other grade levels, they are linked by similar content.

- Knowledge:- The items in the Knowledge category were developed to evaluate student attainment in selected objectives in the grade 10 Geography and the grade 11 History curricula. Considering the length of the assessment test, the correspondingly shorter time allocated for the Knowledge category in the test, the huge volume of knowledge in the two curricula, and the province-wide distribution of students, most of the 48 items were general in nature rather than specific. In many instances, selected topics were covered by a few or often only one item.

- Thinking and Research Skills: Constraints similar to those in the Knowledge category apply here. The forty items in this category are self-contained. Students were required to use a skill rather than depend on the recall of geographical or historical facts. Information the students needed was presented in graphs, charts, maps, an excerpt from a primary source, written passages, Venn diagrams, a cross-section, and photographs.

Table 11

Average Percentage Correct and Interpretation Panel Ratings for Grade 12 Cognitive Subtests

	KNOWLEDGE OBJECTIVES			THINKING AND RESEARCH SKILLS		
	I. Students in ENGLISH 300/305			I. Students in ENGLISH 300/305		
Subtest	No.of Items	Average percentage correct	Interpretation panel rating	No.of items	Average percentage correct	Interpretation panel rating
A. History and Politics	16	48.8%	Marginal**	7	63.4%	V. Satisfactory
B. Canada, the World and Current Issues	13	48.3	Satisfactory	10	62.5	V. Satisfactory
C. Mapwork	14	54.0	Marginal	17	41.2	Marginal
D. Economic and Social Change	5	43.6	Marginal	6	63.0	Strength
OVERALL ACHIEVEMENT	48	49.6		40	53.7%	
	II. Students in ENGLISH 301/304			II. Students in ENGLISH 301/304		
A. History and Politics	16	42.8%	Unsatisfactory	7	54.0	Satisfactory
B. Canada, the World and Current Issues	13	38.2	Unsatisfactory	10	52.4	Satisfactory
C. Mapwork	14	50.5	Unsatisfactory	17	34.2	Unsatisfactory
D. Economic and Social Change	5	40.0	Unsatisfactory	6	48.2	Satisfactory
OVERALL ACHIEVEMENT	48	43.5		40	44.3	

* The Interpretation Panel ratings are based on a five-point scale: Strength, Very Satisfactory, Satisfactory, Marginal, and Unsatisfactory. A description of these categories and the rating procedure is given on page 15 in Chapter II.

** The five-point scale is an indication of the level of difficulty of the subtest items.

A. History and Politics - Knowledge

Mean student scores of 48.8% and 42.8% respectively on the 16 items (141-156) in this subtest were rated by the Interpretation Panel as "Marginal" and "Unsatisfactory". Average correct scores within this subtest ranged from 14% to 77% and 15% to 73%.[1]

Items in this subtest deal with the mechanics of politics in Canada, Manitoba's entry into Confederation, "patriation" of the Constitution, labour unions, and the Loyalists.

Nine items deal with the mechanics (141-149). Students were required to answer items on the parties and their functions, and the responsibilities of the three levels of government. Students attained a mean score of 58/52%. Only 42/29% knew how a party leader is selected despite the recent election of Mr. Mulroney as leader of the P. C. party. Twenty-four percent of all students did not know that the House of Commons' main task is making laws.

143. Which of these statements is NOT correct?

A. Cabinet is the body which initiates government policy.
B. The Opposition must approve the appointment of judges.
C. The House of Commons' main task is making laws.
D. The Senate gives further consideration to House of Commons bills.
E. The Judiciary interprets and enforces laws.

Students in 300/305 ENGLISH						Students in 301/304 ENGLISH					
A	B	C	D	E	N/R	A	B	C	D	E	N/R
9	52*	24	7	7	1	14	44*	25	9	5	3

Students did better in indicating the responsibilities of the three levels of government (59/55%) (144-149) except when responsibilities are shared (42/37%) (146 and 149).

The three items (150-152) relating to Manitoba in Confederation averaged 22/19%. Manitoba entered Confederation in 1867 according to 39/47% of the students! The agreement with the Federal Government and the factors leading to the formation of Manitoba as a province were largely unknown except by 16/17% of the students.

The results of the item on "repatriating" the Constitution are low (46/31%) considering this was a major recent historical event. 16/22% said the Federal Government felt it was not necessary, yet the item names the Federal Government as bringing home the Constitution! On the other hand, 77/65% knew why labour unions were created. Students were less familiar with aspects of U. S. history pertaining to Canada.

1. The first two such figures always refer to the 300 level and the second two to the 301 level.

Conclusions:

1. Possible reasons for the low scores could be:-
   a) for most students, one or two years had elapsed between the April assessment and when these topics were taught.
   b) some items were complicated in nature and required knowledge plus skills such as perceptual ability.
2. Several current events related items were not well done.

Recommendations:

1. Teachers should place greater emphasis on these topics especially those areas which scored poorly in this subtest; e.g., Manitoba, shared responsibilities of government, the function of parliament.
2. Teachers should follow the provisions of the curriculum guide before dealing with topics of individual or strictly local interest.

A. History and Politics - Thinking and Research Skills

Students averaged 63.4% and 54.0% on the seven items (101-107) in this subtest. The Interpretation Panel rated these performances as "Very Satisfactory" and "Satisfactory". Average correct scores ranged from 27% to 93% and 18% to 86%.

This subtest requires students to interpret a table, a series of diagrams, circle (pie) graphs, a written passage, and an excerpt from a primary source in content areas such as election results, voting, government spending, the Quebec Act, and the 1919 Winnipeg General Strike.

Students showed strength in interpreting the four items (101-104) which used the table and diagrams of election ballots (77%/69%) except for 50/54% who did not know the difference between a majority and a minority government.

1985 FEDERAL ELECTION RESULTS

Party	Number of members elected
G	106
H	131
I	30
J	13
K	2
	282

102. According to these results, the voters have elected a

A. republican government.
B. coalition government.
C. majority government.
D. socialist government.
E. minority government.

	Students in 300/305 ENGLISH						Students in 301/304 ENGLISH					
	A	B	C	D	E	N/R	A	B	C	D	E	N/R
	1%	7	50	2	40*	-	4	6	54	5	31*	-

Thirty-three and 18% of the students were able to interpret the circle graph correctly, whereas 60/69% selected a response which was more opinion than fact.

Students had trouble with item 107 which was designed to test their skills in historiography. This item had among the lowest scores in this subtest (27/25%). Other responses indicated students guessed. Most (55/53%) thought the writer was a newspaper editor. Students did not seem to realize that editorial writers generally do not use a descriptive style.

Conclusions:

1. Students tended to score very well on this section. This reflects deductive thinking skills as well as a good background and/or understanding of political knowledge.

Recommendations:

1. As terms such as majority, minority, and coalition government are often misunderstood, they should be better explained when teaching this topic.
2. Teachers need to give students more practice in reading titles and instructions.
3. That, as historiography is intended to play a more significant part in the new curriculum, teachers should draw students' attention to aspects of historiography throughout the course, eg., different interpretations by different historians, different perspectives by different observers, different styles of writing history as in diaries, professional journals, newspapers, etc.

B. Canada, the World and Current Issues - Knowledge

Items in this subtest cover aspects of Canada today, Canada's relations with other countries, the world wars, and world economic and political systems. Mean student scores of 48.3% and 38.2% on the thirteen items (157-169) in this subtest were rated by the Interpretation Panel as "Satisfactory" and "Unsatisfactory". Scores within the subtest ranged from 13% to 81% and 8% to 72%. The four worst items were more than 15/8% below the means and if these scores are removed, the means become a more respectable 58% and 47%.

The three items (157,159,169) on contemporary Canada averaged 63/55%. In terms of Canada's foreign policy (158,160), 50/38% were able to distinguish a cause for agreement between Canada and the U.S.A., only 15/11% knew Canada had peace-keeping forces in Cyprus but 33/26% thought these forces were in Lebanon and 31/44% thought West Germany. Knowledge of the effects of the world wars was weak (19/9%). Only 13/8% knew what a primary source is, whereas most (68/65%) believed an encyclopedia is a primary source.

Students averaged 47/34% for the four items dealing with economic and political systems (165-168). Their knowledge of the world forms of government was better than their knowledge of economic systems where they scored 29/25%. The 301 level students were weaker in the political area.

Conclusions:

1. The results of this section seem to indicate that knowledge (facts) regarding "Canada and foreign policy" or "Canada and the World" is not being (a) taught, (b) emphasized, or, more likely, (c) retained by the students. Students are not aware generally of the terms, concepts, and situations relevant to Canada's association with world issues, e.g., the concept of "Canadian sovereignty".
2. Students' general knowledge of Canadian and world issues appears limited. This could result from these topics coming late in courses which are chronologically ordered, and, thus, may often be omitted.
3. Only 13% and 8% correctly identified the primary source. Students indicated a high preference for the encyclopedia. This may indicate:
   a) they did not understand the definition of "primary source";
   b) students are not using primary sources; and
   c) students have a high usage of and/or dependence on encyclopedias.

Recommendations:

1. Teachers should make a conscious effort throughout the year to deal with current issues and events. This might be done by showing, reading, and discussing articles and cartoons from Canadian and world newspapers and magazines.
2. Teachers need to emphasize that many Canadians do make significant contributions in various fields of endeavour.
3. In terms of historiography and research, teachers should emphasize the difference between "primary" and "secondary sources" in both texts and other print forms.

B. Canada, the World and Current Issues - Thinking and Research Skills

Students averaged 62.5% and 52.4% on the 10 items (108-117) in this subtest. The Interpretation Panel rated this performance as "Very Satisfactory" and "Satisfactory". Average correct scores ranged from 40 to 82% and 21 to 80%.

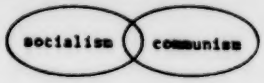
This subtest examines a number of skills which include drawing inferences from a paragraph, synthesis, and interpreting a bar graph in the content areas of nuclear war, socialism/communism, bilingualism and multiculturalism and Canada's trade.

An average of 61/51% of the students successfully drew the correct inferences from a short paragraph dealing with nuclear weapons. Students, however, did not appear to be too familiar with the concept of balance of power.

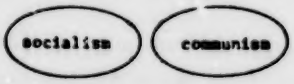
The item in which students had to interpret a Venn diagram (item 112) is probably the most difficult item conceptually and perceptually. Students scored 40/21%. The diagram which was the opposite of the answer was selected by 39/29%.

112. Which of the diagrams below BEST depicts this statement?
"All forms of communism are socialistic but not all forms of socialism are communistic."

A.

B. 

C.

D. 

E.

Students in 300/305 ENGLISH						Students in 301/304 ENGLISH					
A	B	C	D	E	N/R	A	B	C	D	E	N/R
39%	11%	2%	8%	40%*	-	29%	19%	3%	23%	21%*	3%

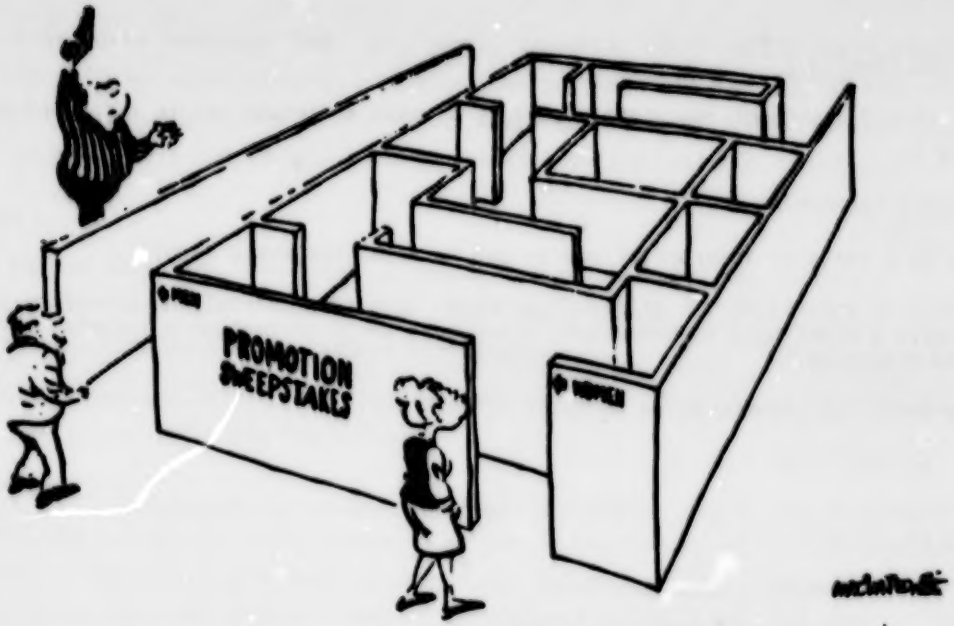
Three items (113-115) test students' ability to analyze a paragraph. An average of 61/52% were able to do this. The next item revealed that 78/64% of the students could synthesize 3 statements dealing with the language of instruction in Manitoba schools. The bar graph was correctly interpreted by 82/80% of the students.

Conclusions:

1. Students' responses in this subtest were judged to be "Satisfactory" by the Interpretation Panel.

Recommendations:

1. Teachers need to give students continued practice with the skills assessed in this subtest.
2. Teachers should teach the concept of "balance of power" and relate it to the present world situation.
3. Teachers should provide opportunities to discuss current world issues in class.
4. Teachers are to be encouraged to continue their efforts to bring major world issues into the classroom by showing and discussing newspaper articles or referring to items on T.V. or radio news.



(Permission to reprint courtesy of: ERIC Clearing House for Social Studies/Social Science Education)

In a short paragraph, explain what the cartoonist is trying to say.

The cartoon at the beginning of the second part of the assessment test is included at this point in the report as it refers to a very current and pertinent issue.

The cartoon deals with a topical and often emotional issue. Despite this, a significant proportion of students (14/21%) gave "other unacceptable" answers. These students did not understand the cartoon's message. Responses ranged from "don't know" to women having a difficult time buying sweepstakes' tickets to thirteen students who likened the maze to women's washrooms!

A small proportion (4/7%) made sexist or stereotyped responses which were completely irrelevant or exhibited extreme bias against one sex or the other.

One-third of the students' responses dealt with the specific meaning of the cartoon, 21/12% went beyond just promotion and saw the cartoon as a commentary of equality in the workplace, and another 22/18% looked at the meaning in wider terms. They tended to equate the cartoon with life. A common response was that "it is easier for men to get ahead in life". It would be interesting to ascertain the male-female ratio giving this response.

Recommendations:

1. Teachers should incorporate more interpretation of editorial or political cartoons in Social Studies teaching, especially in grade 11 History. Cartoons are an integral part of newspapers and may be more influential than the written word in many instances.

Recommendations (Cont'd.)

2. Students should be taught the steps necessary to read a cartoon and to interpret and criticize it.

SAMPLE RESPONSES (verbatim)

There was quite a range of interpretations as can be seen from these samples.

"The cartoonist is expressing the difficulties women have in receiving job promotion. Whereas men have a clear path to promotion, women must manuever through a labyrinth of prejudice and injustice."

"....women spend a lot more money on sweepstakes than men."

"....say on your mark, get set, go."

"...tell us there's always a long line-up in the ladies washroom, whereas men don't have to wate long at all."

"....how complicated women's washrooms are...."

C. Mapwork - Knowledge

Mean student scores of 54.0% and 50.5% on the fourteen items (170-183) in this subtest were rated by the Interpretation Panel as "Marginal" and "Unsatisfactory". Average correct scores ranged from 12% to 76% and 9% to 69%.

This subtest asked for knowledge about basic mapwork mainly of North America. Students were asked to name some regions of North America, a variety of locations in Canada, and some world general knowledge. The Technical Advisory Committee, when deciding on the locations in Canada, selected some which were relevant in terms of Canada's economy or current issues, i.e., the Beaufort Sea (oil drilling and environmental issues), the Nelson River (hydro electricity), and James Bay (huge hydro development and Indian land claims).

The mean score for naming the three regions of North America was 59/52%. Only 37/31% could identify the Appalachians where they extend south into the U.S.A. Many students (45/40%) thought this region, which is inland except in the Maritimes, was the Atlantic and Gulf Coast Plain.

Sixty-nine and 64% knew the connection between vegetation zones and climate zones but a mean of 59/58% knew the seven locations in Canada. The Beaufort Sea was successfully located by 49/47% of the students while 20/20% thought it was Davis Strait and 9/12% thought it was the Pacific Ocean! The Nelson River was named by 46/61% but 33/15% thought it was the Red River! Sixty-five and 60% named James Bay. Only 44/42% could name Halifax and 76/68% knew Prince Edward Island. Regina was named by 68/60% and the Yukon by 68/69%. Seventeen and 16% thought the Yukon was Alaska.

The three world knowledge items were poorly answered. Only 30/23% could identify Islam as the religion whose distribution was shown on the world map, 53/48% knew that Spanish was the language spoken in most South American countries and 12/9% knew that Mexico City will probably have the largest urban population in the world by 2000 A.D.

Conclusions:

1. Knowledge of North American locations appears weak. Reasons may include:
   a) students forgot their mapwork exercises from grade 10; and
   b) students need more basic mapwork exercises.
2. Students' knowledge of Canadian locations was limited. This was especially true of the Atlantic Provinces and the North.

Recommendations:

1. Teachers should reinforce map knowledge of Canada and the world by referring to and locating relevant places on maps as they deal with each topic. The weakness brought out by these items may also be overcome by teachers pointing out the often close relationship between Geography and History.
2. Teachers need to emphasize that the physiographic regions of Canada do not stop at the U.S. border.

C. Mapwork - Thinking and Research Skills

Students averaged 41.2% and 34.2% on the 17 items (118-134) in this subtest. The Interpretation Panel rated this performance as "Marginal" and "Unsatisfactory". Average correct scores ranged from 18% to 64% and 14% to 54%.

This subtest sought to ascertain the level of students' mapping and related skills. Students had to relate a photograph to a map, utilize evidence from a map, measure a distance, use latitude and longitude, interpret a cross-section, locate a photograph, interpret a population pyramid, and determine relationships between a series of maps using the information given as well as applying various principles.

The mean for the 3 items which related a map extract and photograph was 39-31%; however, 60/43% were successful in deducing the occupation that could not occur in Medicine Hat. Students had difficulty with item 122.

122. A point halfway between the Equator and the North Pole and one-third of the way around the circumference of the earth in an easterly direction from the Prime Meridian is located at

A. 45N, 120E.
B. 23½N, 90E.
C. 45N, 60E.
D. 23½N, 60W.
E. 45N, 180E.

	Students in 300/305 ENGLISH						Students in 301/304 ENGLISH					
	A	B	C	D	E	N/R	A	B	C	D	E	N/R
	29*	16	36	7	10	2	21*	16	31	13	14	5

Only 29/21% were able to calculate the point in question but about one-third did not know how many degrees are in a circle. A simple distance measurement was answered correctly by 44/41% (item 123) and 49/40% knew how to use latitude and longitude.

The 2 items which involved interpreting the cross-section of Canada averaged 49/43%. Twenty-six and 28% successfully located the photograph in its correct region and 26/26% were able to interpret a population pyramid and read the item instructions correctly. This item presented possible explanations for the shape but students had to select the statement which was illustrated by the graph.

The mean score for the 6 items (129-134) in which students had to apply concepts, interpret and ascertain relationships between different maps was 42/34%. Approximately two-thirds (63/72%) incorrectly selected the two inland provinces as having the heaviest coastal precipitation, 37/24% were correct in locating the rainshadow but 26/27% may not have understood either rainshadow or the direction from which a south-westerly wind blows. The next item indicated 64/65% of the students could relate land use, precipitation, and elevation satisfactorily. Item 132 is a more specialized item testing the importance of location for an iron and steel works. The 301 level students did better than the 300 level in this item (41/47%). The 33% and 28% who selected the mine site realized the need to be near the raw material and may not have realized how much coal is required in smelting iron ore; thus, approximately 70% of all students knew of the importance of locating near a bulky raw material. Item 133 indicated that 60/48% were able to distinguish fact from opinion. Item 134 was time-consuming as students had to refer to a number of maps. Students may have misread the "Major Cities" legend and assumed only two instead of the four symbols were for major cities. Fifty-one and 41% selected response D but only 4 out of 8 cities are on the railway, whereas 7 out of 8 are below the 200 m contour. Only 18/14% of the students could make the required generalization about the cities' location.

Conclusions:

1. Students scored marginally to unsatisfactorily here. This may indicate:
   a) students experienced these concepts mostly in grade 10 Social Studies and have not retained the information; and/or
   b) students work infrequently or not at all in interpreting graphs, photographs, cross-sections, and maps.
2. The reproduction of several of the maps could have been clearer. A good photocopy of the Medicine Hat map would be better than the photograph of the map which was printed.
3. Bearing this in mind, the students' ability to connect map and photograph was still not good. Their photograph interpretation was weak as was their ability to calculate a location given certain data. Students did not understand the parts of a circle as applied to a globe. Their knowledge of the rules of latitude and longitude and their application, too, was weak. The measurement item required accuracy and care in reading responses which used both miles and kilometres. Over half of the students could not do this.
4. In the cross-sections, logical thinking should have precluded some of the distractors. Too many students do not know that Ancient Shields are not conducive to producing oil, coal, and gas. This should be basic knowledge. Many did not have the knowledge and ability to interpret this cross-section.
5. Students appeared to be unfamiliar with the physical and cultural appearances of the physiographic regions of Canada.
6. Students may not have had enough experience working with population graphs or with demographic concepts. This item also asked students to distinguish between explanations and a specific piece of information. Did students read the instructions and understand them?

Recommendations:

1. More emphasis must be placed on developing skills in interpreting maps, charts, photographs, graphs, cartoons, etc. Some of these skills are applicable to History. In both Geography and History, teachers should have students realize the value of pictures as a source of information.
2. Population graphs can be used to illustrate trends and changes in population over time and from one area to another.
3. Topographic maps are invaluable tools in developing students' interpretative skills. Their use should not be confined to the mapping topic but should be used frequently in other topics to illustrate information and concepts along with photographs, charts, etc.

4. Mapping skills need much more attention because mapping is, after all, a means of communication. It is to the geographer what primary sources are to the historian.

GRAPHICACY

There are four major modes of communication: the ability to speak (articulacy or oracy), the ability to read and write (literacy), and the ability to use numbers and mathematical notation (numeracy). The fourth method, graphicacy, is the overlooked and, as demonstrated by many of the results of this assessment, poorly developed mode. The modes complement each other; they are not interchangeable. Thus, each mode is essential in education as the content of all the subjects rests upon the ability to communicate effectively.

Graphicacy is the visual-spatial mode of communication. It communicates spatial information that cannot be conveyed adequately or briefly by verbal or numeric means. It includes maps, photographs, diagrams, graphs, computer graphics, charts, shapes, colours, and sketching. It connects elements of numeracy and literacy. It can help with synthesis because it can handle large quantities of data effectively, e.g., a map or photograph compared with a description.

Geography is the subject which most develops students' graphicacy skills especially through mapping. Spatial skills operate in the right hemisphere of the brain, linguistics in the left, thus mapping and geography enhance right-brain thinking, an area which is underdeveloped in most school curricula. Geography, along with English, Mathematics, and the arts teach students how to communicate using all four modes.

The K-12 Social Studies curriculum reinforces the importance of graphicacy. The 1981 Interim Guide devotes nearly three pages (p.79-81) to outlining skills necessary to interpret maps, photographs, charts, etc. The results of the assessment indicate not enough is being done to develop these skills.

D. Economic and Social Change - Knowledge

Mean student scores of 43.6% and 40.0% respectively on the 5 items (184-188) in this subtest were rated by the Interpretation Panel as "Marginal" and "Unsatisfactory". Average correct scores ranged from 33% to 64% and 20% to 53%.

This subtest asks about the Great Depression, industrial location factors, the North, and regionalism.

Sixty-four and 50% knew what the term "Dirty Thirties" refers to, 38/46% successfully paired the aluminum industry with its major location factor but 29/25% thought raw materials were the major factor for bakeries. Insufficient transportation as Northern Canada's major development problem was selected by 45/53%. The final two items dealing with regionalism averaged 36/27%.

Conclusions:

1. This section tested specific information on economics and social conditions. Students scored marginally to unsatisfactorily perhaps because:
   a) the terminology used in the test questions assumes a strong conceptual base (e.g., regionalism, regional disparity), and

b) these were the last 5 items of the test.

2. This subtest reveals weaknesses especially concerning the North and regionalism. The regionalism concepts are quite difficult. Hopefully, however, the study of regionalism in the new Social Studies curriculum will rectify this lack of understanding especially as regionalism is a continuing current issue.

3. The location factors item is rather specific and students were ignorant of the processes involved with the industries listed. The T.A.C. in selecting this item believed students would do well, particularly when only a few years earlier an aluminum smelter had been proposed for Manitoba because of the availability of cheap power.

Recommendations:

1. More work needs to be done to help students develop the basic concepts necessary to understand social and economic change.

D. Economic and Social Change - Thinking and Research Skills

Students averaged 63.0% and 48.2% on the 6 items (135-140) in this subtest. The Interpretation Panel rated this perforance as "Strength" and "Satisfactory". Average correct scores ranged from 48 to 84% and 26 to 71%.

This subtest requires students to explain trends as presented in a graph, to draw conclusions, to interpret a table, and to distinguish cause and effect.

Fifty-three and 35% of the students were able to explain the two trends depicted by the graphs but 22/28% could only explain one trend. Fifty-eight and 42% were able to draw conclusions from the two short paragraphs on the use of chemical sprays and the social effects of the Depression. Two items dealing with regional disparity in table form averaged 79/68% and 51/35% were able to establish the cause and effect relationship associated with computer technology.

Conclusions:

1. Students are less capable of graph analysis when two or more trends are incorporated.
2. Students' ability to draw conclusions varied considerably.
3. Students' ability to interpret a table was very good.
4. Item 140 dealing with cause and effect was fairly difficult and students did better than the Panel expected. While most students are familiar with computers, they may not be so familiar with what computers can do and their social and economic ramifications.

140. The following list contains four effects and one cause. Which of the statements is the cause?

A. A store manager can find out what he has in stock at any time.
B. Robots have replaced thousands of workers in many manufacturing industries.
C. It is now possible to have rapid access to a person's private file.
D. Computer technology has advanced tremendously in a relatively short time.
E. Producing computer games is a multi-million dollar industry.

Students in 300/305 ENGLISH						Students in 301/304 ENGLISH					
A	B	C	D	E	N/R	A	B	C	D	E	N/R
8%	22%	10%	51%*	8%	1%	5%	31%	14%	35%	14%	1%

Recommendations:

1. It is strongly urged that greater consideration be given to the social and economic effects of computers. They are affecting our "way of life", one of the basic themes of the entire Social Studies curriculum.

ATTITUDES AND VALUES OBJECTIVES

This section of the test consists of a number of statements about social and economic issues to which students could respond on a five-point scale ranging from strongly agree to strongly disagree. The responses to items 37 - 53 are given in Table 12. Items 54 - 57 serve to identify and clarify value issues.

Students were asked to give opinions concerning the statements and there are no "correct" or "incorrect" answers. As the statements range over a wide variety of issues, it was not felt that average responses for groups of statements would be of value. Accordingly, the discussion of responses will deal with selected items.

Item 37 asked opinions on complete control of economic development by Native people in any northern area where they are in the majority. Opinion was about equally divided on this issue, with roughly one-third (41/27%) being in the agree or strongly agree category, a rather smaller proportion (30/27%) being in the disagree or strongly disagree category and 29/45% having no particular view on the issue.

On the federal policy of bilingualism (item 38), a large proportion of students, 59/62%, felt that it was not satisfactory to most Canadians. Those in the agree and strongly agree response range numbered only 20/16% respectively and the undecided response was about the same proportion. As the question of Quebec separatism (item 49) has obvious links with this question, it was perhaps surprising that a very large proportion (67/51%) disagreed or strongly disagreed with the statement: "Quebec should separate from the rest of Canada". The 300 level students were more firm in their response to this satement than the 301 level, with only 18% of the 300 level students being undecided as compared with 24% of the 301 group.

Table 12

Student Opinion on Attitude and Value Statements

For items 37 to 53, indicate your response by selecting the appropriate letter:

A. Strongly agree
B. Agree
C. Neither agree nor disagree
D. Disagree
E. Strongly disagree

	PERCENTAGE OF STUDENTS SELECTING EACH RESPONSE									
	Students in 300/305 ENGLISH					Students in 301/304 ENGLISH				
	A	B	C	D	E	A	B	C	D	E
37. In northern regions where Native people are in the majority, they should have complete control of the economic development of the area	7%	34%	29%	26%	4%	3%	24%	45%	19%	8%
38. The federal policy of bilingualism satisfies most Canadians	2	18	20	40	19	1	15	21	38	24
39. Multiculturalism serves to divide the people of Canada by emphasizing differences rather than similarities	5	25	32	29	10	8	28	38	19	6
40. Western Canada should separate from the rest of Canada	3	2	9	24	63	6	5	21	29	38
41. The interpretation of the rights of Canada's citizens should be in the hands of parliament rather than the courts	3	11	39	32	14	6	13	45	25	10
42. During a time of recession, some government employees should be laid off or they all should not receive any increases	23	40	26	10	2	29	40	24	5	2
43. People on welfare should have to work for their money	22	37	28	10	2	28	28	33	7	3
44. The Americans should be allowed to invest freely in Canada	4	13	25	36	21	6	10	30	34	20
45. The names of people who are arrested and charged with an offence should not be given by the media until they are brought to trial	17	41	26	12	3	23	31	29	12	3
46. Canada should spend more on defence	11	24	28	25	13	13	20	32	19	16
47. Immigrants take away jobs from Canadians	11	30	32	20	6	21	34	28	8	9
48. Labour unions are needed today	11	36	39	10	4	13	30	42	10	4
49. Quebec should separate from the rest of Canada	8	7	18	26	41	17	8	24	26	25
50. Canada should reduce its role in NATO and close its bases in West Germany	3	6	39	32	19	3	6	46	27	19
51. Canada should spend more on foreign aid than on defence	10	21	42	19	7	4	13	36	30	17
52. Unemployment insurance payments should be less than the minimum wage to encourage people to take low-paying jobs	8	28	29	27	7	9	22	23	29	16
53. The spread of communism is the greatest threat to world peace today	14	27	30	21	8	24	30	31	9	5

The idea of Western separatism was considered in item 40, "Western Canada should separate from the rest of Canada". Opinion was decidedly against this statement; only 5/11% of the students agreed, while the strongly disagree or disagree proportions rated at 87/67%.

Economic and social attitudes were also surveyed. In item 48, 47/43% agreed and 14/14% disagreed that labour unions are needed today, but on the statement that "Unemployment insurance payments should be less than minimum wage. . ." (item 52) opinion was about equally divided between supporters and opposers.

Conclusions:

1. Students appear to have some difficulty in making a definite response to these statements, with the responses of the 301 group more often showing in the "Neither Agree Nor Disagree" category. While this is not seen as a fault, after all, the issues in the statements are of a complex and often controversial nature; the fact that these grade 12 students are gradually entering the voting age suggests that consideration of such issues be seen as an important part of the Social Studies program for these older students.

Recommendations:

1. Teachers should continue to provide students with more opportunities to examine such issues and practise discussion of them in a democratic manner.
2. Teachers initiate, on a regular basis, the examination of political and social issues by considering differing editorial viewpoints in newspapers and magazines in order to enhance critical thinking about them.
3. Teachers should make use of television, radio programs, debates, and guest speakers as ways to encourage critical discussion and informed decision-making.
4. Teachers could make use of simple class polls in order to encourage discussion of the advantages and shortcomings of this method of sounding public opinion.

Items 54 and 55 seek to ascertain whether students can identify the value issues or questions given in two topical, current situations: hockey violence and the law and shoppers crossing a picket line.

Students were better able to identify the issue in the item concerning the strikers (83/73%) but were less successful in the item dealing with hockey violence (56/46%).

Conclusions:

1. Seventy/sixty percent of the students were able to identify the values issues correctly.

Recommendations:

1. Teachers could use such items as useful starting points for discussion on current issues.

Item 56 deals with students' reaction to expropriation by the city to build a baseball stadium. In order to influence the city council's decision, 44/38% would request a study of likely problems and benefits and 29/30% would form a neighbourhood association to try to save their homes.

Items 57 and 58 required students to write a paragraph to justify their opinion. These items deal with raising the drinking age and compulsory voting.

In item 57 (a), 39/53% said they would A (defy the law and drink anyway) as opposed to 42/28% who would E (obey the law). It may be significant to note that more 301 than 300 level students selected A (defy the law) and fewer selected E (obey the law). Twenty-seven percent of all students did not read the instructions for 57 (a), i.e., circle the letter of your choice, and their responses were ascertained by reading their justifications in 57 (b). N.B. Many students gave more than one reason in 57 (b) but in order to codify responses, the main or dominant reason was selected by the markers.

In 57 (b), students were required to write a paragraph to justify their response in 57 (a). The most common justifications given by those who would defy the law were that they already drink underage or know of many who do, they felt there were too many laws already, if they could drive legally then they were also old enough to drink, it would be unfair to 18-year olds to change the law and they felt they were mature enough to be able to drink responsibly. In the "other" category, a number of students admitted to drinking in moderation, at home, under their parents' supervision.

Students who chose responses B, C, or D in most cases did NOT justify why they would demonstrate, write to their M.L.A. or contact a talk show, hence the high proportion in the "unsuitable justification" category. Too often they gave reasons applicable to answer A.

A large proportion chose E (obey the law), and of these, a significant number do not drink (their response is included in "other" justification). Some stated it is the duty of a good citizen to obey the laws and others felt the drinking age raised to 19 would reduce alcohol-related accidents.

Conclusions:

1. The wording of item 57 (a) is suspect. Students could select A or E and any of B, C, or D. The intent, however, was to select one response only. Responses polarized around A and E.
2. The quality of writing varied (see sample responses).
3. The point was made by several students that it is useless raising the legal drinking age to 19, that 18 is high enough if the law were enforced.
4. Students were largely unsuccessful in justifying their choice in responses B, C, and D.

Recommendations:

1. Teachers are encouraged to develop in their students the ability to justify an opinion or statement.

Some Sample Responses (verbatim)

Item 57 (b) Drinking Age

A. - Defy the law and drink anyway.

"As far as I am concerned I am only 17 years old and tend to drink my face of and get severely intoxicated no matter that I am under age."

"The drinking age has been at 18 for a long time and I think it should remain that way. People who are under 18 are going to drink anyway so it would be better if it was legal. It would cause less trouble with the law."

"Adolescents begin drinking when they feel like it. The people I come into contact with are intelligent enough to escape the law. Part of the fun of drinking is knowing it is illegal. A law is not going to stop immature drinkers from raising hell."

C.- Write to your local M.L.A. to protest.

"I believe that since the drinking age has been 18 it should remain that way. I won't turn 18 until after this year so if they change it before I'll have another year to wait. In a way it doesn't matter because I already drink but I'd feel better if it was legal."

E. - Obey the law.

"Too many accidents are caused by drunk drivers. It is usually the innocent people who are killed. Raising the drinking age may help prevent some accidents. Stricter enforcement of the law in not allowing minors to drink would also be of some benefit."

"I believe that raising the drinking age will not stop people drinking at all. There would just be a lot more people drinking illegally. Instead of raising the drinking age you should have the current drinking age enforced better than it is. There are many places that don't care if you are underage, and this has to change before you raise the drinking age. I would protest raising the age - just enforce the current one."

"Drinking, in my opinion, has become a major burden on society. The advocating and profiteering that governments participate in with alcohol only amplifies the problem. Stress should be taken to alleviate the problem."

"I feel that if the age was raised to 19 it would get alcohol out of the schools. No, not totally, and especially at first but after a while their would only be a little drinking. It is not just the "liquid lunches" but the Mon and tue 50¢ draft night at Georges. I come to school hung over and don't take in anything."

"It would be better this way. Then kids who are under 18 yrs. use fake I.D. Most of sixteen and up look 18 yrs. If you raised it to 19 yrs., there would be less kids, teenagers drinking who are under age. This would help get rid of parties which are held every day. the ones who are under age would get caught or put in jail for the night."

The final item (58) sought students' opinions and reasoning for or against compulsory voting. A variety of reasons was given by the 18.9/22.9% who agreed with compulsory voting but the majority was by far against compulsory voting (80.2/76.4%), however, the reasoning by many students was extreme, e.g., compulsory voting is communist. Many had low opinions of politicians.

Nearly a quarter of the students said we have freedom of choice in a democracy. Compulsory voting was seen as a means of government control.

There was a significant amount of concern that people who didn't care should have to vote as they would vote carelessly and thus defeat the intent of voting (20.2/12.2%).

Conclusions:

1. Some students tend to have extreme, misinformed views on voting.
2. Some students do not realize that structure and restraints already exist in our society.
3. Some students confuse democratic rights with democratic privileges and may not recognize their democratic responsibilities.
4. See sample responses.

Recommendations:

1. Teachers need to explain more carefully the purpose of voting and its importance in our society.
2. Teachers should explain the effects of voting or not voting in an election.
3. Teachers should encourage their students to vote in the future and to make a carefully considered decision.

Sample Responses (verbatim)

Item 58 - Compulsory Voting

"Yes, it is the responsibility of all members of a democratic society to vote. This is the only way the system can operate properly."

"I feel that there should be such a law because everyone complains about the politicians but half of them don't vote. I think it would show how all of Canada feels. I feel there should be a punishment for people who don't vote."

"I don't think there should be a law requiring everyone to vote. If they don't vote obviously they don't care who runs the country and they'll have to live with the consequences."

"There should not be such a law. A great many people do not know the issues of the day and if they vote, the winner of the election may not be the best choice because of their ignorance."

"No, it is my democratic right to decide myself whether to vote or not."

"No, Canada is a democracy. People should be allowed to do as they please and not be dictated to by the government. That would be like communism."

Item 19 (included with Social Participation) reflects the school setting, individual teachers, etc., nevertheless, 49/36% indicated they like Social Studies and 38/43% are undecided. It is gratifying to see only 14/21% indicated a dislike of Social Studies.

19. How do you feel about Social Studies?	Students in 300/305 ENGLISH					Students in 301/304 ENGLISH				
A. Like it very much B. Like C. Neither like nor dislike D. Dislike E. Dislike very much	A	B	C	D	E	A	B	C	D	E
	11%	38%	38%	9%	5%	3%	33%	43%	8%	13

SOCIAL PARTICIPATION OBJECTIVES

Social Participation is seen as a very important component of the new Social Studies curriculum and the intention is that it should receive more emphasis in the classroom than previously.

A. History and Politics - Political Participation

This section sampled the extent to which students have participated in the political process outside and within the school in the last five years.

	300		301	
	Yes	No	Yes	No
6. Visited a polling booth	19%	81%	21%	79%
7. Attended a political rally.	13	86	6	94
8. Campaigned actively for a political or school candidate.	32	68	26	74
9. Worked at a campaign office before an election.	4	96	3	97
10. Run for an elective office at school	43	57	19	81

18. Which statement below best describes your participation in school or classroom elections?

A. We have elections but I do not vote.
B. We have elections and I vote when I can.
C. If we had elections, I would vote.
D. If we had elections, I would not vote.

300				301			
A	B	C	D	A	B	C	D
3%	76%	20%	-	5%	67%	26%	1%

A small proportion of the 300 level students and an even lower proportion of the 301 students have been actively involved in the political process outside the school. The higher proportion who campaigned actively may be because there was more opportunity to do so in school politics. The lowest positive response (4/3%)was for working at a campaign office.

As expected, students were more active in school politics. The 300 level students were more politically inclined than 301 students and 96/93% either vote or would vote in school elections. This is most encouraging.

Conclusions:

1. The results indicate students generally have not been greatly involved in the political process outside the school. This might be because:
   a) up to April, 1984, there had not been a recent major provincial or federal election;
   b) teachers may not be encouraging students to become politically active; and
   c) students may not have ready access to polling booths, political rallies, etc.

Recommendations:

1. Teachers should encourage students to become more involved in the political process outside the school.
2. Teachers should urge students to involve themselves in participatory politics in the broader sense of the term, for example, through involvement in political issues at the community level or school, pressure groups and various forms of direct participation.

B. Canada, the World, and Current Issues - Multiculturalism

This section was included to ascertain students' involvement in multicultural activities in the last five years. Their knowledge and skills in this area were assessed earlier in the test.

	300		301	
	Yes	No	Yes	No
11. Attended an ethnic festival, meal, film, or similar activity.	70%	30%	59%	41%
12. Made a presentation or worked on a project dealing with an ethnic group other than your own.	43	57	39	61

70/59% have shown an interest in other cultures whereas fewer students have done research on this topic.

Conclusions:

1. Students appear to be interested in aspects of other ethnic groups.
2. Teaching multiculturalism implies students do not rely solely on formal research activities.

Recommendations:

1. Schools should encourage students to become familiar with other ethnic groups and guided research should be used more often to help students become more aware of, and tolerant of, other ethnic groups.
2. Teachers should investigate opportunities to involve local ethnic members as guest speakers, to arrange student exchanges and visits, etc.

E. Survey of Learning Activities

This section sampled the extent to which students (in the last five years) perceive themselves as engaging in activities to improve, alter, or support a situation or cause, and to help others less fortunate than themselves.

	300		301	
	Yes	No	Yes	No
13. Distributed information leaflets for a special cause	25%	75%	19%	81%
14. Collected signatures on a petition	25	75	27	73
15. Gone from house to house or in some other way collected funds for a cause (for example: charity drives, UNICEF, walkathons, etc.	82	18	66	34
16. Done volunteer work in a hospital or convalescent home or done chores or errands for senior citizens or handicapped persons.	48	52	45	55
17. Donated time and effort to a community project (for example: supervising a children's group, making part equipment, cleaning up an area,. etc.)	59	41	53	47

On average 47% and 42% of the students said they had participated in these various activities over the last five years. While a quarter of the students had had contact with other people in collecting signatures for a petition, an average of 63/55% reported that they had collected funds, done volunteer work, or donated time and effort to a community project. Collecting funds scored highest (item 15).

Conclusions:

1. The number of students working for the community and with the less fortunate is encouraging.
2. Students prefer group-oriented, "fun" activities, e.g., walkathons, over those requiring individual participation, e.g., petition and leaflet distribution.
3. Collecting signatures for a petition requires a different type of commitment than a walkathon.
4. There is room for greater involvement in community life.

Recommendations:

1. Teachers should emphasize the contributions students can make to the welfare of their communities.
2. Schools should provide more opportunities for students to become involved in their communities.
3. Teachers and administrators should consider creating credit courses in community services.
4. Schools should make greater use of community resources, speakers, and institutions.

The new Social Studies curriculum places considerable emphasis on current events. This section seeks to determine the means and frequency by which students gained news or other information on current events.

For items 20 to 26, indicate your response by selecting the appropriate letter:

A. Just about daily
B. About once a week
C. About once a month
D. A few times a year
E. Never

How often do you get news or other information on current events from each of the following sources?

	300					301				
	A	B	C	D	E	A	B	C	D	E
20. Television	82	15	2	1	0	83	14	0	3	1
21. Radio	92	6	2	0	0	82	14	2	0	2
22. Newspapers	42	49	5	2	1	43	46	5	1	5
23. News magazines, e.g., Time, Macleans,etc..	4	32	38	17	8	7	21	38	19	15
24. Family members	62	28	6	3	1	53	30	5	7	4
25. Friends	47	33	10	5	4	49	32	10	1	7
26. School classes	36	37	16	7	5	45	33	10	8	4

Students receive information from a variety of sources. It seems that information on current events comes more from the audio-visual media (radio more than T.V.) than from the print media or from the classroom. A higher proportion of the 301 level students receive information from the classroom each day than do 300 level students.

At least once per week 91/89% receive information from newspapers. The Interpretation Panel was pleased to see the use being made of weekly news magazines especially in view of the daily electronic media bombardment.

About one-quarter (28/22%) report they do not get any news or information on current affairs from the classroom on a daily or even on a weekly basis and 12/12% receive such information only a few times a year or not at all!

Conclusions:

1. Students receive far less information on current events from the classroom than from the various forms of the media.
2. News magazines as sources of information are less popular or less available than the newspaper.

Recommendations:

1. Teachers should place greater emphasis on reading newspapers and/or news magazines more often to keep up with current events.
2. Teachers should be encouraged to incorporate current events into their teaching more often, especially when current events are immediately relevant to a topic or unit being discussed in class, e.g., a Supreme Court decision on minority language rights especially should be discussed if a unit on minorities or French/English relations is being taught.

The new Social Studies curriculum recommends a variety of approaches which encourage the students to become more actively engaged in their learning and to make greater use of the resources of the community. This section is a survey which sought to ascertain the extent to which students perceive the variety of approaches being used in their classrooms.

	How often DID each of these activities happen in Your Social Studies class or as part of your Social Studies course?	300					301				
		Daily	Weekly	Monthly	A Few Times a Year	Never	Daily	Weekly	Monthly	A Few Times a Year	Never
27.	Teacher presents information most of the class period while students listen or take notes	78%	15%	4%	1%	1%	71%	18%	5%	2%	4%
28.	Students express or defend their opinions on many sides of an issue during class	38	38	1	7	4	35	39	10	7	8
29.	Students do individual projects.	2	7	4	39	4	5	7	53	29	6
30.	Students do group projects	0	4	31	53	10	3	3	38	46	10
31.	Students choose research activities or topics that interest them	1	5	22	46	25	4	4	30	37	24
32.	Students participate in field trips, e.g., museums, libraries, businesses	0	0	4	60	36	2	3	7	64	24
33.	Teachers use audio visual resources in class	5	18	35	29	12	8	15	34	17	25
34.	Students use primary source materials, e.g., diaries, letters, photos, artifacts.	2	5	16	27	50	4	5	11	26	54
35.	Outside speakers visit the classrooms.	0	0	4	41	53	2	1	5	47	44
36.	Teacher or students use simulations, games, role-playing	0	4	10	39	46	3	2	10	31	54

The items in this section focus on six methodology categories: passive class involvement, active class involvement, research projects, the use of communities as a resource, use of school resources, and the use of simulations, games, role-playing.

By far the most common activity in the eyes of the students is exposition by the teacher while students listen or take notes. A significant proportion of students (76/74%) felt they were actively involved by being able to express or defend their opinions in class on a daily or weekly basis.

Research and projects occurred much less frequently. Eighty-five/eighty-three percent of the students did projects either individually or in groups monthly or a few times a year; however, the opportunity to choose research activities or topics that interest them occurred rarely (46/37%) or never (25/24%). It is interesting to note that more 301 level students perceived themselves as having this opportunity more frequently than 300 level students.

Despite the frequency of project work, the use of primary source materials is low. Such materials were never used by 50/54% of the students and another quarter used them only a few times a year.

Use of the community as a resource was limited. Field trips and guest speakers were employed rarely (51/56%) or never (45/34%).

School audio-visual resources were perceived as being used fairly evenly throughout the year although for 12/25% of the students they were never used.

For 85/85% of the students, activities involving simulation, games, or role-playing were rarely or never used.

Conclusions:

1. Students do not perceive a variety of methodologies being widely and frequently implemented in the teaching of Social Studies.
2. The commonest strategy employed in the classroom in the eyes of the students is listening and taking notes.
3. Other strategies which would increase social participation in the learning process occurred but were used far less frequently, least of all field trips, guest speakers, and simulations, etc.
4. Students tend not to use or know about primary source materials (see also item 164).
5. Much of what does not happen may often be beyond the teachers' control, eg., audio-visual equipment may not be available, the school may not allow field trips because other teachers object to losing class time to Social Studies. Speakers, especially in rural areas, may not be available nor may sufficient research materials.

Recommendations:

1. Teachers should have students make greater use of primary sources.
2. Teachers are encouraged to use simulations, games, and role-playing as a means of generating social participation in the classroom.
3. School administrators and other teachers should be encouraged to support field trips as a means of teaching Social Studies.
4. Teachers should use the local community as a potential learning resource.
5. School divisions should seek Manitoba Education assistance in providing in-service activities as a means of implementing relevant social participation methodologies.

Implications

The more detailed and specific recommendations for the grade 12 assessment are reported with the appropriate subtests. The points considered here are of a more general nature and concern themselves with the grade 12 assessment as a whole.

It should be borne in mind that the grade 12 assessment was based, unlike that for other grades, on work completed at the grade 10 and grade 11 levels, and, to some extent, on an overview of the grade 12 students' knowledge of the entire spectrum of Social Studies during their school career. The revision of Social Studies curricula for the three high school grades is in process of completion, with target dates for the final documents being 1985-87. The Social Studies curriculum at the grade 10-12 level is, therefore, in a stage of transition and teacher and student responses tend to reflect this.

The impression gained, for example, on examining the information contained in the grade 12 assessment is that statements of objectives need to be more precise in order that they may be more helpful to teachers. This may reflect the stage of transition mentioned earlier but is also a point to be considered in the current pilot and interim stages. Many terms need to be more precisely stated: "third world", "multiculturalism", and "development" could be examples. Again, the guide could give more emphasis to defining skills and sequencing them, particularly in mapwork and descriptive statistics and graphs.

An examination of the place and relative importance of the four categories of objectives within the program might also be helpful to teachers. It is not that any one category of objectives be emphasized but that the essential balance and inter-connection between them be clarified. All four categories should be borne in mind when considering lesson planning for particular sub-sections of the program although, in a specific case, one or two of them may well receive priority.

The assessment showed that skills were generally well performed with the exception of mapwork which was rated as "Marginal". Knowledge performance was not rated quite so highly and this may reflect the attitude that skills and values are seen by teachers as more important in the broad scheme. While this may be seen by some as a refreshing change from the days when knowledge objectives dominated the curriculum, the point needs to be emphasized that all sets of objectives are inter-connected, as mentioned earlier.

The results of the subtest on values and attitudes suggests that critical thinking skills might receive more emphasis and perhaps be dealt with in a systematic manner. The large number of "undecided" responses, especially among the 301 group, may, of course, be a perfectly genuine response, but it may also reflect some unfamiliarity in dealing with issues which are admittedly complex and controversial. Teachers should be encouraged to give more attention to dealing with controversial issues and helping students analyze them

and come to some reasoned individual opinion. This means that teachers be encouraged to incorporate current issues, both at the local and world level, into the Social Studies program. The assessment showed that a majority of students felt they had the opportunity to express opinions on many sides of an issue so the problem of the "undecideds" may lie in the issues chosen rather than the teaching style. Students might be encouraged to analyze editorials and letters in newspapers and to examine critically the viewpoints presented by slogans or cartoons. Displays of such materials might be arranged from time to time and the attention of students be brought to them. The same critical approach might be encouraged by arranging for guest speakers from the local community and by well planned field trips. The assessment showed that a majority of students reported that these latter activities rarely took place in their classrooms.

Having said this, it is well to repeat the contention that a reasonable balance of objectives is the goal to be aimed for. The activities outlined above should constitute a part, and only a part, of the program. The main idea should be to combine the newer approaches to critical thinking and inquiry methods with the more traditional classroom methods placing emphasis on knowledge and research skills.

The assessment also showed that map and graph skills merit more attention in the classroom. Because of the nature of the grade 12 sample, it could well be that students have had no practice in these particular skills for some time; judgment of skill accomplishment at the grade 12 level must therefore be tentative. Nevertheless, as most of these students are now coming to the end of their school career, more encouragement should be given to the practice of reading and interpreting maps and graphs as part of lifetime skills in the critical examination of the media. The basic skills, acquired at the junior high school level, in the use of maps, atlases, graphs, and tables of statistics of a descriptive nature, should be developed and consolidated at the high school level.

These broad implications are obviously relevant to the major priority of Manitoba Education in the implementation and continuing assessment of the new curriculum. Manitoba Education itself and the professional development groups of the Manitoba Teachers' Society, such as the Manitoba Social Science Teachers Association, could play an important role. A great deal could also be done by the above bodies and the faculties of education in the province in pre-service and in-service training, especially in developing and disseminating materials helpful to teachers and encouraging examination of teaching strategies upon which implementation and these recommendations will depend. This aspect of professional development is of critical importance in view of the large proportion of high school teachers who are teaching Social Studies with little specialized training.

CHAPTER VII

TEACHER SURVEY

The teacher surveys were designed to collect information which would aid in the interpretation of the student assessment data and in the implementation activities that are recommended to follow. The information provided by the teacher surveys does not provide cause-and-effect relationships, but does give a general picture of opinion and background. It does not explain specific student results, but does permit some general conclusions regarding programs.

The surveys were given at three levels: grades 1 - 6, grades 7 - 9, and grades 10 - 12 and consisted of one instrument composed of five sections: Teacher Background and Qualifications; School Organization; Attitudes to Social Studies; Opinions of the Curriculum Guides; and Use of Resources and Activities. During the development stage, the surveys were initially examined by the Social Studies Technical Advisory Committee, the Joint Committee on Evaluation, and the Curriculum Development and Implementation Branch of Manitoba Education.

The surveys were mailed to teachers in May, 1984 and were self-administered. Strict confidentiality was maintained and neither teachers nor schools nor school divisions are identified in the Report.

Grades 1 - 6 Survey Results

The survey was sent to a stratified random sample of 343 Social Studies teachers within the grade 1 - 6 level, which represented approximately 10% of teachers instructing elementary Social Studies in the province. Of the 343 teachers surveyed, there were 291 surveys or 84.84% returned.

The analysis of the teacher survey has been reported according to the topics within the questionnaire: Teacher Background; School Organization; Teacher Views on the Goals of Social Studies; Curriculum Guides, Use of Teaching Resources and Activities; Evaluation; and Professional Development Assistance.

Any individual wishing more detailed information on the sample and questionnaire may contact the Curriculum Development and Implementation Branch, Assessment Section, Manitoba Education.

Teacher Background

Teachers were asked to report how many post-secondary courses they had taken in History, Geography, or the Social Sciences, whether of an academic or professional nature. The intent of this question was to find out to what extent teachers who were teaching Social Studies had relevant university or related training. The question and results are as follows:

I. How many (academic or professional) college courses have you taken in each of the following disciplines? (Count 3 credits as one course and include both undergraduate and graduate courses.)

	Number of 3-Credit Courses (Percentage of Respondents)					
	0	1	2	3	4 or more	N/R
A. History	17%	15%	14%	8%	34%	10%
B. Geography	20	18	15	10	22	14
C. Other Social Sciences	9	9	15	12	34	20

Teachers in the K-6 area obviously have to have a wide background in a range of subjects. The responses to this question indicate that most teachers have at least some university preparation and background in the Social Studies

School Organization

The questions in this section were intended to provide information on the amount of time actually spent on Social Studies in classrooms in grades 1-6 and on the influences that teachers have. The questions and the responses are as follows (the responses are indicated as percents):

	1	2	3	4	5	6	Other (specify)	N/R
II. A. How many days are in one cycle of your timetable?	-	-	1%	3%	18%	75%	1%	1%

	Less than 61	61-90	91-120	121-150	151-180	Over 180	
B. How many minutes per cycle (per class) do you teach Social Studies?	10%	19%	27%	16%	15%	10%	3%

C. In your opinion, what influence do you have regarding the decisions that are made on the following dimensions of the Social Studies Program in your class?

	Great Influence	Some Influence	Little or No Influence	N/R
1. Allocation of time for Social Studies	42%	32%	25%	1%
2. Allocation of time to specific topics	67	30	3	-
3. Text book choice	43	37	16	4
4. Selecting support material	71	26	2	-
5. Teaching strategies	88	10	1	-
6. Evaluation of student progress	89	8	2	1
7. In-service activities	10	60	30	1

Manitoba Education prescribes that, in grades 1 - 3, twenty minutes per day should be allotted to Social Studies, and that, in grades 4 - 6, this should be increased to 30 minutes per day. To put this another way, officially the time allocated to Social Studies is 120 minutes in a six-day cycle in grades 1 - 3, and 180 minutes in grades 4 - 6. However, the responses indicate that a substantial minority of teachers, for whatever reason, do not do this. Since, according to question C, most teachers (74%) estimate that they have some or great influence over the allocation of time, this is presumably a result of teachers' own choices. In general, the responses to question C indicate that teachers feel that they have a good deal of control over their own classrooms, especially in the selection of teaching strategies and of evaluation procedures. Only in the area of in-service activities do teachers apparently not exercise much influence.

The Goals of Social Studies

This item was designed to provide information on how teachers perceived the goals of Social Studies in the school curriculum. The statements were obviously not mutually exclusive and any one respondent could accept many or all of them. Thus, the responses must be interpreted in terms of the amount of strong agreement. as contrasted to mere agreement. The question and the responses (reported in percents) are as follows:

III. **There are various views on the role of Social Studies in the curriculum. Please indicate your views on each of the goal statements below.**

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/R
A. The main task of Social Studies is to preserve and transmit the cultural heritage	9%	56%	15%	17%	1%	2%
B. Social Studies should teach students to make rational decisions about personal and social issues.....	22	67	7	3	-	1
C. Social Studies should provide learners both with an awareness of possible futures and the roles they might play in developing these futures	23	66	8	1	-	1
D. Social Studies should provide students with the skills necessary to become independent learners.....	34	52	10	4	-	-
E. Social Studies should teach a body of tested principles and generalizations about human relations and societies.....	11	54	21	11	1	2
F. Social Studies should help students understand the structure of the social sciences.....	10	53	25	9	-	3

It is clear that the majority of teachers see the Social Studies predominantly in terms of their utility for the teaching of skills (86%) and of personal decision-making (89%). The more traditional view of Social Studies as knowledge of one's cultural heritage is not as strongly supported (65%), with only 9% of teachers in strong agreement with this view. Just over 60% of teachers agreed, more or less strongly, that the Social Studies should also be concerned with teaching students principles and generalizations about society and human relations.

The Curriculum Guide and Textbooks

This section of the teacher survey was intended to provide information on teachers' attitudes towards the curriculum guides designed as part of the new Social Studies program. The format of these guides differs from that of earlier programs and it was desirable to find out to what extent teachers found them useful. The questions and responses (in percents) are as follows:

IV. CURRICULUM GUIDE

	YES	NO	N/R
A. Are you using the 1982 Social Studies Curriculum Guide?	95%	3%	2%
B. Have you attended in-service awareness sessions on the new curriculum?	66	33	1
C. Have you attended in-service implementation sessions on the new curriculum?	45	52	3

D. How would you rate the 1982 curriculum guides on the

	Very Satisfactory	Satisfactory	Unsatisfactory	No Opinion	N/R
1. Social Studies K-12 Interim Guide (overview)?	9%	73%	4%	9%	5%
2. Grade Overview?	17	69	6	4	4
3. Unit Overview?	14	70	9	4	4
4. Topics and Focusing Questions?	12	68	10	5	5
5. Knowledge Objectives?	12	71	8	4	4
6. Thinking & Research Skill Objectives?	11	72	7	6	4
7. Attitude & Value Objectives?	11	69	7	8	5
8. Social Participation Objectives?	8	66	7	12	7
9. Suggested Teaching Strategies and Learning Activities?	12	62	16	5	5
10. Suggested Learning Resources?	9	59	20	7	5

It is clear that a great majority of teachers find the curriculum guides useful, with over 80% of teachers reporting them as either satisfactory or very satisfactory. Only in the case of suggested learning resources was there a significant proportion (20%)of dissatisfaction. It should also be noted that, although the vast majority of teachers (95%) are using the new curriculum, 33% have not attended any of the awareness sessions designed to publicize it, and 52% have not attended any implementation sessions.

Teaching Resources and Activities

V. A. How would you rate the following teaching resources for the 1982 Social Studies Program?

	Very Satisfactory	Satisfactory	Unsatisfactory	Do not Use	N/R
Approved Text(s)	5%	38%	15%	38%	4%
Recommended supplementary materials	4	52	15	23	6

Most teachers appear to like the approved textbook, although it would be interesting to know the reasons of the 15% of respondents who found the textbooks unsatisfactory. Thirty-eight percent of teachers report that they do not use approved texts, but this result is almost certainly due to the inclusion of the primary grades in the sample, where texts, as such, play little part in instruction.

This section of the teacher survey was intended to provide some information on what kinds of teaching strategies were most often employed by teachers. The questions and responses (in percents) are as follows:

B. How often does each of these activities happen in your Social Studies class or as a part of your Social Studies course?

	Daily	Weekly	Monthly	A Few Times a Year*	Never	N/R
1. Teacher presents information most of the class period while students listen or take notes	6%	38%	15%	19%	20%	2%
2. Students express or defend their opinions on different sides of an issue during class.....	18	36	16	21	7	2
3. Students choose research activities or topics that interest them.....	2	6	26	51	13	2
4. Students participate in field trips, e.g., museums, libraries, businesses	-	-	6	82	10	1
5. Teachers use audio visual resources in class (e.g., films, film strips, TV)	2	38	38	19	1	1
6. Newspapers, magazines are used in the classroom	7	19	22	45	5	1
7. Students use primary source materials, e.g., diaries, letters, photos, artifacts.....	3	15	20	42	19	2
8. Outside speakers visit the classroom	-	-	3	59	35	2
9. Simulations, games, role playing are used in the classroom	2	13	24	42	17	2
10. Students work on:						
i) individual projects	6	19	28	43	3	2
ii) group projects	3	11	31	49	2	4

* If your course is semestered, read "year" as "semester".

These responses indicate that a wide range of teaching strategies is employed in most classrooms, with the most common being teacher-presentations, students' expressing and defending opinions and the use of audio-visual resources. By contrast, the least used are field trips, outside speakers, simulation, games, and role-playing. However, it should be noted that, in the very nature of the case, these methods cannot be used every single day and most teachers indicate that they occur at least a few times a year. It is worth noting, at the same time, that visiting speakers are "never" used in 35% of cases. It is similarly worth noting that it is apparently not too common (Item 3) for students to choose their own research activities and topics. One other item deserves comment: 50% of classrooms apparently either never use newspapers or magazines (5%) or do so only a few times a year (45%). Overall, it is dangerous to make too much of this information and it must be interpreted cautiously, especially since the choice and employment of teaching strategies is a value-laden business.

Student Evaluation

The following items were designed to provide information about teachers' preferred methods of evaluating students, both for planning and for grading purposes:

VI. **How important are the following for student evaluation in your Social studies class?**

	For Instructional Planning Purposes				For Grading Purposes			
	Very Important	Important	Not Important	N/R	Very Important	Important	Not Important	N/R
1. Samples of individual student work	34%	56%	7%	3%	58%	34%	5%	4%
2. Samples of group projects	20	66	10	4	26	58	12	4
3. Performance in day to day lessons	57	37	3	3	64	29	3	4
4. Oral presentations	16	61	17	5	19	58	18	6
5. Class tests: short answer	15	48	33	4	25	41	29	4
6. Class tests: paragraph essays	7	36	51	6	13	32	49	7
7. School-wide tests	2	17	73	8	1	12	79	7
8. Division/district-wide tests	2	17	72	9	1	11	80	8
9. Standardized tests	3	19	69	9	2	13	77	8
10. Self-evaluation by students	13	50	29	8	9	49	35	7
11. Role playing, simulation, debates	12	56	25	7	10	50	33	7
12. Other (specify) _____								

It is clear that most teachers neither use nor support standardized tests set by external examiners and that, by contrast, they prefer to design their own evaluation procedures. The responses suggest that most teachers use informal, on-going methods of evaluation, including daily performance, samples of work, projects, and so on. Paragraph and/or essay tests are apparently not popular with about half the respondents but it should, of course, be remembered that these items deal with students from grades 1 - 6, many of whom, especially in the earlier grades, have not yet mastered the appropriate writing skills.

Professional Development

The questions and responses (reported in percents) in this section are as follows:

VII. How frequently do you receive professional development assistance (in-service, workshop, formal meetings, professional reading, etc.) from

	Often	Sometimes	Never or Seldom	Not Applicable	N/R
1. Colleagues?	15%	51%	28%	3%	2%
2. Principal?	5	35	49	7	4
3. Assistant Principal?	2	9	40	43	5
4. Superintendent?	1	14	65	14	5
5. School Division consultants?	2	27	48	20	3
6. M.T.S. (e.g., SAG, locals)?	2	60	30	5	4
7. Department of Education consultants?	1	36	53	5	4
8. University professors?	1	8	67	19	3
9. Methodology texts?	3	20	57	12	6
10. *History and Social Science Teacher (Journal)?*	1	10	60	22	6
11. *Manitoba Social Science Teachers Association Journal?*	-	12	59	22	6
12. Other (please specify) _					

These responses suggest that the two most widely used sources of professional development and assistance are colleagues and the Manitoba Teachers' Society, with Manitoba Education running third. School and divisional administrations are not all that widely used and the universities are used even less. Most teachers do not apparently use professional journals, although this could be a result of these journals' orientation to the secondary grades.

Recommendations

1. That teachers be encouraged to continue their emphasis on student involvement and possible participation in their own learning, and to increase this emphasis wherever possible.
2. That teachers be encouraged to make more use of outside speakers and similar resources.
3. That teachers be encouraged to make more use of newspapers and magazines in their classrooms.
4. That as many teachers as possible be involved in the implementation activities and in-service sessions relevant to the new curriculum.
5. That teacher education programs include courses, both academic and professional, that will prepare teachers to teach the Social Studies.
6. That schools allocate the time to Social Studies which is prescribed by Manitoba Education.
7. That principals and administrators become agents of professional development assistance to teachers.
8. That the universities become more active as sources of professional development and assistance to teachers, in both the academic and professional areas.

Grades 7 - 9 Survey Results

The grades 7 - 9 survey was sent to 239 teachers. Of the 239 teachers surveyed, there were 183 surveys (or 77%) returned. The survey was identical to that used for the teacher survey in grades 1-6.

Teacher Background

As with grades 1 - 6, this question was intended to provide information on the academic and professional backgrounds of teachers who are teaching Social Studies in grades 7 - 9. A major reason for asking this question at this level was that the new Social Studies program, although it is based on disciplines of History and Geography, includes more material from other Social Sciences than did its predecessor and, therefore, places more demands on the teachers who teach it. The data are as follows (responses are in percents):

I. TEACHER BACKGROUND

How many (academic or professional) college courses have you taken in each of the following disciplines? (Count 3 credits as one course and include both undergraduate and graduate courses.)

	Number of 3-Credit Courses					
	0	1	2	3	4 or more	N/R
A. History	10%	10%	15%	11%	47%	7
B. Geography	17	6	11	15	39	12
C. Other Social Sciences	9	12	13	13	28	25

These responses indicate that most teachers who are teaching Social Studies in grades 7-9 have at least some university background and preparation in the appropriate subjects. At the same time, these figures lend some credence to the belief of many Social Studies specialists that some teachers who have been assigned to Social Studies may have only a minimal background.

School Organization

The questions and the responses (reported in percents) on this section of the teacher survey are as follows:

II. SCHOOL ORGANIZATION

A. Is the course you teach non-semestered or semestered?

Non-semestered	Semestered
91%	8%

B. How many days are in 1 cycle of your timetable?

1	2	3	4	5	6	Other (specify)
-	-	-	2%	17%	75%	(4)

C. How many *minutes* per cycle (per class) do you teach Social Studies?

Non-semestered Courses

Less than 105	105-140	141-175	176-210	211-240	Over 240
5	6	9	18	32	19

Semestered Courses

Less than 210	211-280	281-350	351-420	421-480	Over 480
1	2	2	3	1	2

D. In your opinion, what influence do you have regarding the decisions that are made on the following dimensions of the Social Studies Program in your class?

	Great Influence	Some Influence	Little or No Influence
1. Allocation of time for Social Studies	15	26	59
2. Allocation of time to specific topics	78	17	4
3. Text book choice	41	35	24
4. Selecting support material	70	29	1
5. Teaching strategies	90	10	-
6. Evaluation of student progress	86	14	-
7. In-service activities	14	59	27

The great majority of teachers (75%) reported that they operated on a six-day cycle in a non-semestered setting. If Social Studies is taught for thirty minutes per day, then on a six-day cycle the total time allotted to Social Studies would obviously be 180 minutes and, indeed, 69% of teachers report that they spend at least this much time. As one might expect, teachers report themselves as having considerably less influence over time allocation than do their colleagues in grades 1 - 6. In grades 1 - 6, 25% of teachers said they had little or no influence over the allocation of time; in grades 7 - 9, the corresponding number is 59%. Presumably, grades 7 - 9 operate on a more subject-based timetable than do grades 1 - 6, which might indicate that schools have not yet adopted the middle years philosophy. More teachers at the grades 7 - 9 level apparently feel they have little or no influence over textbook selection than is the case in grades 1 - 6 (24% to 16%). At both levels, a significant minority of teachers feel that they have little or no influence over in-service activities, with 27% so reporting in grades 7 - 9 and 30% in grades 1 - 6. At both levels, the great majority of teachers report that

they choose their own teaching strategies, resource materials, and methods of evaluation, as well as controlling the allotment of time to units within their courses.

The Goals of Social Studies

The question and responses (reported in percents) on this section of the teacher survey are as follows:

III. There are various views on the role of Social Studies in the curriculum. Please indicate your views on each of the goal statements below.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/R
A. The main task of Social Studies is to preserve and transmit the cultural heritage	10%	51%	13%	18%	4%	4%
B. Social Studies should teach students to make rational decisions about personal and social issues.....	39	57	3	1	-	1
C. Social Studies should provide learners both with an awareness of possible futures and the roles they might play in developing these futures	38	58	2	1	-	1
D. Social Studies should provide students with the skills necessary to become independent learners.....	45	48	6	1	-	1
E. Social Studies should teach a body of tested principles and generalizations about human relations and societies.....	17	49	22	9	2	2
F. Social Studies should help students understand the structure of the social sciences.....	8	57	27	4	1	2

What is striking about these responses is how similar they are to those in the grades 1 - 6 teacher survey reported above, especially if one combines the "Strongly Agree" and "Agree" scores. It is evident that at both levels teachers see the goals of the Social Studies as consisting of skills development, decision-making, and personal and social awareness. Knowledge as such, or what might be called knowledge-for-its-own-sake, does not appear to be highly valued. Clearly, items B, C, and D draw the greatest teacher agreement (over 90% in each case).

The Curriculum Guides and Textbooks

As with the grades 1 - 6 teacher survey, this section was intended to provide information on teachers' views of the curriculum guides, which form an important component of the new Social Studies program. The questions and responses (reported in percents) are as follows:

	YES	NO	N/R
IV. A. Are you using the 1982 Social Studies Curriculum Guide?	83%	13%	4%
B. Have you attended In-service awareness sessions on the new curriculum?	59	40	1
C. Have you attended In-service implementation sessions on the new curriculum?	40	58	2

D. How would you rate the 1982 curriculum guides on the

	Very Satisfactory	Satisfactory	Unsatisfactory	No Opinion	N/R
1. Social Studies K-12 Interim Guide (overview)?	12%	65%	4%	13%	5%
2. Grade Overview?	14	67	6	9	4
3. Unit Overview?	15	65	8	8	4
4. Topics and Focusing Questions?	15	60	10	9	6
5. Knowledge Objectives?	15	64	6	7	7
6. Thinking & Research Skill Objectives?	14	65	7	9	5
7. Attitude & Value Objectives?	12	63	10	10	5
8. Social Participation Objectives?	9	66	9	11	5
9. Suggested Teaching Strategies and Learning Activities?	12	62	10	9	6
10. Suggested Learning Resources?	13	61	11	9	4

As with grades 1 - 6, the great majority of teachers report themselves as satisfied with the curriculum guides, both with their general format and with their more specific contents. Far more teachers at the grades 7 - 9 level are satisfied with the textbooks than at the grades 1 - 6 level, as the following responses indicate:

Teaching Resources and Activities

V. A. How would you rate the following teaching resources for the 1982 Social Studies Program?

	Very Satisfactory	Satisfactory	Unsatisfactory	Do not Use	N/R
Approved Text(s)	22%	58%	12%	7%	1%
Recommended supplementary materials	5	61	7	23	3

B. How often does each of these activities happen in your Social Studies class or as a part of your Social Studies course?

It will be remembered that 43% of grades 1 - 6 teachers reported that they found the approved texts either "Very Satisfactory" or "Satisfactory". At the grades 7 - 9 level, the corresponding figure is 80%. The difference is, in large part, accounted for by the difference in those who report that they do not in fact use the approved texts, 38% in grades 1 - 6 compared to 7% in grades 7 - 9. It seems safe to conclude that Social Studies in grades 7 - 9 is much more textbook-centered than in the earlier grades. It may be that this has something to do with the nature of school organization and of students at the two levels. Obviously, younger children cannot so readily be taught from a textbook and in grades 1 - 6 many teachers integrate their Social Studies teaching with other subjects. It should, of course, also be noted that these data are not to be interpreted as meaning that teachers rely solely or exclusively on the textbooks. More is said about this below.

As with grades 1-6, this section of the teacher survey was intended to provide information on what kinds of teaching strategies were most often employed by Social Studies teachers. The questions and responses (reported in percents) are as follows:

	Daily	Weekly	Monthly	A Few Times a Year*	Never	N/R
1. Teacher presents information most of the class period while students listen or take notes	16%	54%	11%	11%	5%	3%
2. Students express or defend their opinions on different sides of an issue during class.....	26	41	17	11	4	1
3. Students choose research activities or topics that interest them.....	-	6	32	54	7	1
4. Students participate in field trips, e.g., museums, libraries, businesses	-	-	2	66	30	2
5. Teachers use audio visual resources in class (e.g., films, film strips, TV)	2	41	36	19	1	1
6. Newspapers, magazines are used in the classroom	7	26	31	32	4	1
7. Students use primary source materials, e.g., diaries, letters, photos, artifacts.....	1	3	16	45	33	1
8. Outside speakers visit the classroom	-	-	4	49	47	1
9. Simulations, games, role playing are used in the classroom	1	6	11	46	35	1
10. Students work on:						
i) individual projects	4	17	32	40	3	4
ii) group projects	-	6	25	56	7	5

*** If your course is semestered, read "year" as "semester".**

Overall, these figures reveal a general pattern not too different from that for grades 1 - 6. It appears that teacher presentations and students' note-making are somewhat more common in grades 7 - 9, with 70% of respondents employing these techniques weekly or daily compared to 44% in grades 1 - 6. However, student discussion is more common: 67% of respondents in grades 7 - 9 report that students express or defend opinions on issues daily or weekly, compared to 54% in grades 1 - 6. There is only slight variation between

the two levels when it comes to students being allowed to choose their own research activities or topics. It is noteworthy that field trips are less popular in grades 7 - 9 with 30% of respondents reporting that they are never used, compared to 10% in grades 1 - 6. Audio-visual resources are about equally popular at both levels and are widely used. Newspapers and magazines are more often used in grades 7 - 9, although it should be noted that only 33% of respondents report using them in the classroom weekly or more frequently. Primary source materials are less often used in grades 7 - 9 than in grades 1 - 6, with 20% of respondents reporting a rate of use of monthly or more frequently: the equivalent figure in grades 1 - 6 is 38%. Outside speakers are also used less often: in grades 7 - 9, 47% of respondents report that they are never used, compared to 35% for grades 1 - 6. Similarly, simulation, role-playing, and games are less popular in grades 7 - 9: 35% of respondents say they are never used, compared to 17% in grades 1 - 6. Group work is used at both levels, though slightly less frequently in grades 7 - 9 than in grades 1 - 6.

Student Evaluation

The following are the questions and responses (reported in percents) dealing with teachers' methods of student evaluation:

VI. **How important are the following for student evaluation in your Social studies class?**

	For Instructional Planning Purposes				For Grading Purposes			
	Very Important	Important	Not Important	N/R	Very Important	Important	Not Important	N/R
1. Samples of individual student work	37%	55%	5%	3%	61%	35%	-	4%
2. Samples of group projects	12	63	22	4	20	54	21	5
3. Performance in day to day lessons	49	44	4	3	41	49	6	4
4. Oral presentations	9	58	28	5	10	55	30	5
5. Class tests: short answer	28	59	10	3	44	49	4	4
6. Class tests: paragraph essays	23	59	14	4	39	48	10	4
7. School-wide tests	5	22	65	8	6	19	66	9
8. Division/district-wide tests	1	10	80	9	-	4	84	11
9. Standardized tests	1	18	74	7	-	12	79	9
10. Self-evaluation by students	9	46	40	5	7	33	54	6
11. Role playing, simulation, debates	7	45	42	6	5	42	47	6
12. Other (specify) _____								

As was the case in grades 1-6, teachers in grades 7-9 clearly do not favour school-wide, division-wide or standardized tests, preferring, instead, to use their own evaluation instruments and procedures. As one might expect, class tests, both short-answer and long-answer, were more emphasized in grades 7-9 than in grades 1-6, no doubt because of the greater maturity of the students. It seems that grades 7-9 reflect the practices of the high school and the university, rather than of the earlier grades. In the same way, group projects appear to be seen as somewhat less important in grades 7-9 than they are in grades 1-6.

Professional Development

The questions and responses (reported in percents) relative to this section are as follows:

VII. How frequently do you receive professional development assistance (in-service, workshop, formal meetings, professional reading, etc.) from

	Often	Sometimes	Never or Seldom	Not Applicable	N/R
1. Colleagues?	15%	49%	31%	3%	3%
2. Principal?	5	31	54	7	3
3. Assistant Principal?	3	15	47	31	5
4. Superintendent?	1	14	70	13	2
5. School Division consultants?	1	16	56	24	4
6. M.T.S. (e.g., SAG, locals)?	2	59	31	6	2
7. Department of Education consultants?	2	32	58	5	3
8. University professors?	1	12	70	15	3
9. Methodology texts?	2	40	45	10	3
10. *History and Social Science Teacher (Journal)?*	4	31	52	9	4
11. *Manitoba Social Science Teachers Association Journal?*	2	32	49	10	7
12. Other (please specify) _____					

Recommendations:

1. That teachers be encouraged to put more emphasis on student involvement and participation in their own learning.
2. That teachers be encouraged to make more use of outside speakers and similar resources.
3. That teachers be encouraged to make more use of newspapers and magazines in their classrooms.

Recommendations (Cont'd.):

4. That as many teachers as possible be involved in the implementation activities and in-service sessions relevant to the new curriculum.
5. That teacher education programs include courses, both academic and professional, that will prepare teachers to teach the Social Studies.
6. That schools allocate the time to Social Studies which is prescribed by Manitoba Education.
7. That principals and administrators become agents of professional development and assistance to teachers.
8. That the universities become more active as sources of professional development and assistance to teachers, in both the academic and professional areas.
9. That Manitoba Education incorporate these recommendations, wherever appropriate, into its implementation activities.

Grades 10 - 11 Survey Results

One hundred sixty-five teachers were randomly selected for the grades 10-11 teacher survey and 77% of them completed and returned the questionnaires. As in the case of grades 1-6 and 7-9, the surveys were completed anonymously and cannot be traced to individual teachers, schools, or school divisions. The grades 10-11 survey was similar to those used in grades 1-6 and 7-9.

Teacher Background

The question and responses (reported in percents) are as follows:

I. **How many (academic or professional) college courses have you taken in each of the following disciplines? (Count 3 credits as one course and include both undergraduate and graduate courses.)**

	Number of 3-Credit Courses					
	0	1	2	3	4 or more	N/R
A. History	3%	12%	6%	15%	58%	4%
B. Geography	15	15	9	13	38	9
C. Other Social Sciences	6	7	6	15	42	23

These data reveal a broadly similar pattern to that of grades 1-6 and 7-9. Most teachers have at least some university background in appropriate subjects and, as one would expect, teachers in the senior high grades do generally possess more specialized backgrounds in their subjects than do their colleagues at earlier grade levels. At the same time, it seems that at least some Social Studies teachers at the senior high level have only a slight background in their subjects.

School Organization

As with the surveys used in the earlier grade levels, the first part of this section deals with the amount of time allotted to Social Studies:

	Non-semestered	Semestered
II.A. Is the course you teach non-semestered or semestered?	40%	60%

B. How many days are in 1 cycle of your timetable?	1	2	3	4	5	6	Other (specify)
	2%	7%	1%	5%	12%	66%	4%

C. How many *minutes* per cycle (per class) do you teach Social Studies? .	Non-semestered Courses					
	Less than 105	105-140	141-175	176-210	211-240	Over 240
	3%	-	3%	10%	11%	15%
	Semestered Courses					
	Less than 210	211-280	281-350	351-420	421-480	Over 480
	7%	5%	5%	10%	23%	11%

As one might expect, the data show that over half (60%) of senior high schools are now semestered. More surprisingly, the data reveal a fairly wide variation in the amount of time actually allotted to Social Studies, although the great majority of schools appear to allot adequate time to the subject.

This section of the survey also asked teachers how much influence they felt they had over various aspects of their teaching:

D. **In your opinion, what influence do you have regarding the decisions that are made on the following dimensions of the Social Studies Program in your class?**

	Great Influence	Some Influence	Little or No Influence	N/R
1. Allocation of time for Social Studies.....	9%	24%	65%	2%
2. Allocation of time to specific topics	80	19	1	-
3. Text book choice	51	33	15	1
4. Selecting support material.....	75	20	5	-
5. Teaching strategies	96	4	-	-
6. Evaluation of student progress ...	85	13	2	-
7. In-service activities.....	10	65	22	2

The data contain no surprises and are largely consistent with the data contained in the grades 1 - 6 and 7 - 9 surveys. As with grades 7 - 9, the nature of the high school timetable means that teachers do not have much control over time allocations, unlike grades 1 - 6 where the timetable organization is more flexible and gives greater latitude to teachers. Apart from this, teachers obviously feel that they have a great deal of influence over what goes on in their classrooms in the choice of teaching strategies, unit and topic planning, and student evaluation. As with grades 1 - 6 and 7 - 9, a substantial minority of high school teachers report that they have little or no influence over in-service activities.

The Goals of Social Studies

The questions and responses (reported in percents) are as follows:

III. There are various views on the role of Social Studies in the curriculum. Please indicate your views on each of the goal statements below.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/R
A. The main task of Social Studies is to preserve and transmit the cultural heritage	10%	50%	19%	19%	2%	-
B. Social Studies should teach students to make rational decisions about personal and social issues.....	39	54	3	3	1	
C. Social Studies should provide learners both with an awareness of possible futures and the roles they might play in developing these futures	31	55	11	2	-	-
D. Social Studies should provide students with the skills necessary to become independent learners.....	41	49	7	1	-	2
E. Social Studies should teach a body of tested principles and generalizations about human relations and societies.....	19	44	23	12	1	1
F. Social Studies should help students understand the structure of the social sciences.....	7	53	25	12	1	1

These responses are, in general, consistent with those in the grades 1 - 6 and 7 - 9 surveys. As in the earlier grade levels, high school teachers obviously see the Social Studies in terms of the development of skills, decision-making, and the understanding of issues. The "Strongly Agree" responses to items B, C, D are particularly notable.

The Curriculum Guide and Textbooks

Since the curriculum guides for grades 10 - 11 were still being developed, there was no point in asking teachers about them. Thus, the only question in this section was as follows:

			YES	NO
IV.	A.	Have you attended In-service awareness sessions on the new curriculum?	50%	50%

The implications of this for the implementation of the grades 10 - 12 Social Studies curriculum need no comment.

Teaching Resources and Activities

V. A. How would you rate the following teaching resources for the 1982 Social Studies Program?

	Very Satisfactory	Satisfactory	Unsatisfactory	Do not Use	N/R
Approved Texts . .	4%	52%	20%	16%	8%
Recommended supplementary materials . .	3	49	12	22	13

There is apparently some dissatisfaction with the approved texts, according to these responses. However, since neither the new grade 10 nor the new grade 11 textbook was in use when the survey was completed, this information is not especially useful.

This section of the teacher survey was intended to provide some information on what kinds of teaching strategies were most often employed by teachers. The questions and responses (reported in percents) are as follows:

B. How often does each of these activities happen in your Social Studies class or as a part of your Social Studies course?

	Daily	Weekly	Monthly	A Few Times a Year*	Never	N/R
1. Teacher presents information most of the class period while students listen or take notes	26%	46%	7%	10%	7%	5%
2. Students express or defend their opinions on different sides of an issue during class.....	26	45	15	11	1	2
3. Students choose research activities or topics that interest them.....	1	4	34	57	2	2
4. Students participate in field trips, e.g., museums, libraries, businesses	-	-	7	56	33	3
5. Teachers use audio visual resources in class (e.g., films, film strips, TV)	10	49	36	4	-	2
6. Newspapers, magazines are used in the classroom	7	38	28	22	3	2
7. Students use primary source materials, e.g., diaries, letters, photos, artifacts.....	1	11	12	47	25	3
8. Outside speakers visit the classroom	-	2	2	57	35	3
9. Simulations, games, role playing are used in the classroom	-	1	15	43	37	3
10. Students work on:						
i) individual projects	3	15	37	42	2	2
ii) group projects	1	4	25	47	12	10

* If your course is semestered, read "year" as "semester".

As with the grades 1-6 and 7-9 surveys, these data need to be interpreted cautiously. Teacher presentations and students' note-taking occur in roughly the same proportion as in grades 7-9 as do students' expressing and defending opinions. These data indicate that there is a balance between teacher-initiated and student-initiated activities, although it should be noted that whereas 26% of teachers report that they present information daily, over 70% of students make the same claim. Obviously, there can be a great deal of variation in the definition of what counts as presenting information, but it could be teachers see themselves as less dominant than they in fact are. Such a finding is, indeed, consistent with the general trend of research on classroom behaviour. Roughly two-thirds of teachers report that they use field trips, outside speakers, simulations and role-playing exercises, so that there is a fair amount of student involvement in their own learning across the province. At the same time, it should be noted that approximately one-third of teachers report that they never use these teaching strategies. As with earlier grade levels, audio-visual resources obviously are used extensively in the high school, with 59% of teachers reporting that they use them at least weekly. Newspapers and magazines are used more frequently than in earlier grade levels, with 45% of teachers reporting at least a weekly use, although primary sources are not used nearly as frequently. Overall, a picture emerges of classrooms in which a variety of teaching strategies are used although in a minority of cases there is more room for approaches which demand more student involvement, especially in view of the nature of the new Social Studies program.

Student Evaluation

The questions and responses (reported in percents) are as follows:

VI. How important are the following for student evaluation in your Social studies class?

	For Instructional Planning Purposes				For Grading Purposes			
	Very Important	Important	Not Important	N/R	Very Important	Important	Not Important	N/R
1. Samples of individual student work	31%	52%	10%	8%	61%	35%	2%	2%
2. Samples of group projects	4	58	28	10	12	52	30	6
3. Performance in day to day lessons	43	48	4	5	33	51	11	4
4. Oral presentations	9	46	38	8	7	53	38	1
5. Class tests: short answer	24	58	10	8	47	43	9	1
6. Class tests: paragraph essays	34	51	8	7	56	34	6	3
7. School-wide tests	1	12	74	12	6	13	72	7
8. Division/district-wide tests	1	2	82	14	-	4	84	11
9. Standardized tests	2	7	78	12	1	7	81	10
10. Self-evaluation by students	2	30	56	12	2	30	60	8
11. Role playing, simulation, debates	5	44	39	12	3	34	55	7
12. Other (specify) _____								

In general terms, these data are similar to those in the grades 7-9 survey. The only substantial difference is that 56% of high school teachers regard paragraph and essay test items as very important, compared to 39% in grades 7-9. At both levels, as in grades 1-6, external examinations, division-wide and standardized tests attract little support.

Professional Development

The questions and responses (reported in percents) are as follows:

VII. How frequently do you receive professional development assistance (in-service, workshop, formal meetings, professional reading, etc.) from

	Often	Sometimes	Never or Seldom	Not Applicable	N/R
1. Colleagues?	17%	55%	24%	2%	2%
2. Principal?	3	33	56	7	1
3. Assistant Principal?	2	24	52	17	4
4. Superintendent?	1	13	68	17	2
5. School Division consultants?	-	18	54	23	4
6. M.T.S. (e.g., SAG, locals)?	2	56	33	6	3
7. Department of Education consultants?	2	28	60	7	3
8. University professors?	-	21	63	13	3
9. Methodology texts?	4	35	48	8	5
10. *History and Social Science Teacher (Journal)?*	6	38	41	9	6
11. *Manitoba Social Science Teachers Association Journal?*	4	35	47	8	6
12. Other (please specify) _____					

Again, these data are generally consistent with those reported in earlier grade levels. The most frequently used source of professional advice is colleagues, followed by the Manitoba Teachers' Society and then by Manitoba Education. School administrators are turned to occasionally but superintendents rarely. There is marginally more use made of the universities at the high school level, which may reflect the orientation to subject matter in these grades, but, even so, they were not important sources of advice or aid. Professional journals are used more at this level than elsewhere, although, even so, over 40% of teachers report that they never or seldom use them.

Recommendations:

1. That all teachers be encouraged to put more emphasis on student involvement and participation in their own learning.
2. That all teachers be encouraged to make more use of outside speakers and similar resources.
3. That all teachers be encouraged to make more use of newspapers and magazines in their classrooms.
4. That as many teachers as possible be involved in the implementation activities and in-service sessions relevant to the new curriculum.
5. That teachers' education programs include courses, both academic and professional, that will prepare teachers to teach the Social Studies.
6. That schools allocate the time to Social Studies which is prescribed by Manitoba Education.
7. That principals and administrators become agents of professional development and assistance to teachers.
8. That the universities become more active as sources of professional development and assistance to teachers, in both the academic and professional areas.

General Conclusions:

Little remains to be said by way of general conclusions, since the surveys for each level (i.e., grades 1-6, 7-9, and 10-11) reveal a fairly consistent picture. Teachers are generally satisfied with the curriculum guides, textbooks, and other resources. There is wide agreement that the Social Studies should emphasize skill-development, personal decision-making, and social issues. Teachers report themselves as having great influence in their own classrooms in the sense that they are free to select their own teaching strategies and methods of evaluation and to allot time to different units and topics as they judge best. A wide range of teaching strategies is used. So far as professional development is concerned, only a minority of teachers feel that they have much influence over in-service activities and most teachers say that colleagues and the Manitoba Teachers' Society are the most often used sources of advice and assistance.

CHAPTER VIII

ASSESSMENT SUMMARY COMMENTS

An examination of the results of the four grade levels - 3, 6, 9, and 12 - which were assessed reveals a remarkably consistent picture. This concluding chapter will briefly examine the overall results of the assessment and identify the issues and concerns which appear to run more or less uniformly through all the grades.

At the outset, it should be emphasized that, for the most part, the Social Studies Assessment was conducted on the basis of a new curriculum - one which had either been in the classroom for only a year or so or was brand new to teachers. In the case of the grade 12 assessment, of course, no one particular course was examined, but, rather, students were assessed on a combination of knowledge acquired during grades 10 and 11 and of general knowledge of current affairs. In other words, the Social Studies Assessment cannot be seen as a test of how successfully teachers and students are coping with a particular curriculum, but, rather, as a series of benchmark data against which the impact of the new Social Studies curriculum can be judged in the future.

Teachers across the province report themselves as being familiar with the new curriculum and as finding its general direction and particular contents acceptable and worthwhile. The results of this assessment, however, do show that there are some difficulties in the curriculum documents themselves. These are not in any way major problems and can be easily remedied so that teachers are not caused unnecessary problems. Four problems in particular stand out. One, statements of objectives need to be more precise so that teachers and students understand clearly what is expected of them in any particular unit. This is not to be seen as a call for behavioural objectives but rather for describing more specifically just what terms, concepts, and subject-matter students are expected to learn. Two, the four categories of objectives in the new Social Studies curriculum are not always clearly separated. There will probably always and inevitably be some overlap between these categories, since Knowledge, Thinking and Research Skills, Attitudes and Values, and Social Participation are not discrete compartments. Nonetheless, there is some undue overlap among them in the curriculum guides and, for example, what are stated as Attitude and Value objectives are really Knowledge objectives and so on. Three, it would be very helpful if the curriculum guides could spell out some sort of balance of priorities among the four classes of objectives. The Teacher Survey indicates that teachers for the most part see skills and decision-making as important goals of the Social Studies and the new curriculum obviously places a high priority on the development of skills. It needs to be clarified, however, what the balance is between Knowledge and Skill objectives and, similarly, with Attitudes and Values and Social Participation. Four, there seems to be some tension between the high emphasis placed in the curriculum on innovative teaching strategies and on higher-order objectives, on the one hand, and the amount of content to be covered, on the other. The Grade 6 Assessment draws particular attention to this, but it is clearly a problem at other grade levels also.

With some obvious exceptions, the overall results of the Assessment present a picture of classrooms which are by and large dominated by what is often called "traditional" teaching, with a high emphasis on lecture, exposition and note-giving in which teachers dominate proceedings. This phenomenon may well be connected with the rather high proportion of teachers who have apparently been assigned to teach Social Studies with little or no academic or professional background in the appropriate subjects. In any event, the Assessment shows that the kinds of inquiry and discovery strategies advocated in the new curriculum (and long advocated in the Social Studies literature generally) which call for student involvement and activity, for open-ended problem-posing approaches, have not yet been adopted in all classrooms in any significant way. This is obviously of some importance in planning implementation and professional development activities to do with the new curriculum.

Students' achievement on the various items dealing with skill development, at all four grade levels, is not always as strong as it might be and it seems clear that skill development generally is a subject which needs to be addressed when implementing the new curriculum. The skills involved in critical thinking and analysis are particularly important in this connection, as are map skills. The new curriculum emphasizes skill development and the Teacher Survey indicates that teachers see this as one of the most important goals of the Social Studies. Thus, the key task would appear to be one of working out ways in which to teach Social Studies so that students' skills are improved.

Overall, then, the Social Studies Assessment provides useful data for further planning and development. In particular, it points to areas where the curriculum guides could benefit from further refinement and to implementation priorities which have obvious implications for pre-service and in-service teacher education.

Appendix A

WEIGHTED DATA

Percent of Students Choosing Each Response

Item Number	Students in English 300, 305 A	B	C	D	E	Item Number	Students in English 301, 304 A	B	C	D	E
SOCIAL PARTICIPATION											
1.	85%	13%	1%	1%	-	1.	45%	49%	1%	6%	-
2.	24	11	64	-	-	2.	22	15	63	1	-
3.	72	19	3	6	-	3.	34	48	4	14	-
4.	16	1	2	78	2	4.	17	13	3	66	1
5.	99	-	-	1	-	5.	-	99	1	-	-
6.	19	81	-	-	-	6.	21	79	-	-	-
7.	13	86	-	-	-	7.	6	94	-	-	-
8.	32	68	-	-	-	8.	26	74	-	-	-
9.	4	96	-	-	-	9.	3	97	-	-	-
10.	43	57	-	-	-	10.	19	81	-	-	-
11.	70	30	-	-	-	11.	59	41	-	-	-
12.	43	57	-	-	-	12.	39	61	-	-	-
13.	23	76	-	-	-	13.	19	81	-	-	-
14.	25	75	-	-	-	14.	27	73	-	-	-
15.	82	18	-	-	-	15.	66	34	-	-	-
16.	48	52	-	-	-	16.	45	55	-	-	-
17.	59	41	-	-	-	17.	53	47	-	-	-
18.	3	76	20	-	-	18.	5	67	26	1	-
19.	11	38	38	9	5	19.	3	33	43	8	13
20.	82	15	2	1	-	20.	83	14	-	3	1
21.	92	6	2	1	-	21.	82	14	2	-	2
22.	42	49	5	2	1	22.	43	46	5	1	5
23.	4	32	38	17	8	23.	7	21	38	19	15
24.	62	28	6	3	1	24.	53	30	5	7	4
25.	47	33	10	5	4	25.	49	32	10	1	7
26.	36	37	16	7	5	26.	45	33	10	8	4
27.	78	15	4	1	1	27.	71	18	5	2	4
28.	38	38	13	7	4	28.	35	39	10	7	8
29.	2	7	47	39	4	29.	5	7	53	29	6
30.	1	4	31	53	10	30.	3	3	38	46	10
31.	1	5	22	46	25	31.	4	4	30	37	24
32.	-	-	4	60	36	32.	2	3	7	64	24
33.	5	18	35	29	12	33.	8	15	34	17	25
34.	2	5	16	27	50	34.	4	5	11	26	54
35.	-	-	4	41	53	35.	2	1	5	47	44
36.	-	4	10	39	46	36.	3	2	10	31	54

Item Number	Students in ENGLISH 300, 305 A	B	C	D	E	Item Number	Students in ENGLISH 301, 304 A	B	C	D	E
ATTITUDES AND VALUES											
37.	7%	34%	29%	26%	4%	37.	3%	24%	45%	19%	8%
38.	2	18	20	40	19	38.	1	15	21	38	24
39.	5	25	32	29	10	39.	8	28	38	19	6
40.	3	2	9	24	63	40.	6	5	21	29	38
41.	3	11	39	32	14	41.	6	13	45	25	10
42.	23	40	26	10	2	42.	29	40	24	5	2
43.	22	37	28	10	2	43.	28	28	33	7	3
44.	4	13	25	36	21	44.	6	10	30	34	20
45.	17	41	26	12	3	45.	23	31	29	12	3
46.	11	24	28	25	13	46.	13	20	32	19	16
47.	11	30	32	20	6	47.	21	34	28	8	9
48.	11	36	39	10	4	48.	13	30	42	10	4
49.	8	7	18	26	41	49.	17	8	24	26	25
50.	3	6	39	32	19	50.	3	6	46	27	19
51.	10	21	42	19	7	51.	4	13	36	30	17
52.	8	28	29	27	7	52.	9	22	23	29	16
53.	14	27	30	21	8	53.	24	30	31	9	5
54.	3	15	56*	25	-	54.	2	27	46*	23	-
55.	83*	4	6	5	-	55.	73*	10	11	4	-
56.	29	14	44	2	8	56.	30	11	38	11	7
57.	39	7	6	1	42	57.	53	8	3	-	28

Appendix A

WEIGHTED DATA

Percent of Students Selecting Each Response

Item Number	Students in ENGLISH 300, 305					Item Number	Students in ENGLISH 301, 304				
	A	B	C	D	E		A	B	C	D	E
THINKING AND RESEARCH SKILLS											
101.	-	2%	90%*	1%	8%	101.	-	3%	85%*	-	10%
102.	1%	7	50	2	40*	102.	4	6	54	5	31*
103.	85*	12	1	1	2	103.	72*	13	1	-	13
104.	-	5	1	93*	1	104.	1	7	3	86*	2
105.	3	3	33*	60	1	105.	6	3	18*	69	2
106.	79*	8	2	8	3	106.	59*	19	8	6	5
107.	8	27*	4	5	55	107.	7	25*	7	7	53
108.	8	22	69*	-	1	108.	9	36	52*	1	-
109.	27	52*	20	-	-	109.	29	40*	30	-	-
110.	70*	18	11	1	-	110.	67*	21	9	1	-
111.	52*	36	12	-	-	111.	45*	37	14	1	2
112.	39	11	2	8	40*	112.	29	19	5	23	21*
113.	22	48*	14	15	1	113.	18	45*	12	20	-
114.	4	6	81*	8	-	114.	8	12	67*	11	-
115.	28	13	5	53*	1	115.	32	14	6	45*	1
116.	3	78*	14	1	4	116.	8	64*	13	6	6
117.	1	1	11	4	82*	117.	6	2	7	4	80*
118.	32*	16	17	15	20	118.	25*	12	19	14	28
119.	7	39*	9	43	2	119.	3	31*	8	56	-
120.	5	9	30	47*	7	120.	8	3	38	38*	12
121.	2	17	11	60*	10	121.	7	17	21	43*	9
122.	29*	16	36	7	10	122.	21*	16	31	13	14
123.	23	15	2	15	44*	123.	17	19	6	15	41*
124.	49*	17	17	16	1	124.	40*	19	9	27	3
125.	9	6	12	48*	24	125.	7	10	16	47*	17
126.	50*	16	7	11	15	126.	38*	23	8	17	12
127.	31	11	24	26*	7	127.	26	9	28	28*	6
128.	3	7	51	13	26*	128.	4	11	45	13	26*
129.	3	36	5	27	29*	129.	3	36	6	36	17*
130.	8	26	19	37*	9	130.	9	27	25	24*	13
131.	6	64*	13	10	7	131.	9	54*	14	8	13
132.	5	42	11	8	33	132.	10	47*	7	7	28
133.	17	7	60*	10	5	133.	15	7	48*	13	13
134.	8	14	8	51	18*	134.	12	22	9	41	14*
135.	15	4	53*	22	7	135.	20	4	35*	28	11
136.	23	48*	10	18	1	136.	24	26*	16	32	-
137.	8	10	4	9	68*	137.	8	13	7	13	57*
138.	6	2	84*	3	4	138.	7	8	71*	5	7
139.	74*	7	6	6	6	139.	65*	4	9	9	11
140.	8	22	10	51*	8	140.	5	31	14	35*	14

Item Number	Students in ENGLISH 300, 305 A	B	C	D	E	Item Number	Students in ENGLISH 301, 304 A	B	C	D	E
KNOWLEDGE											
141.	1%	20%	2%	4%	72% *	141.	3%	20%	5%	5%	66%*
142.	5	9	22	21	42 *	142.	8	19	18	24	29 *
143.	9	52*	24	7	7	143.	14	44*	25	9	5
144.	60*	21	3	14	1	144.	54*	26	4	13	-
145.	7	76*	11	4	1	145.	8	73*	11	4	1
146.	35	10	5	48*	-	146.	41	12	5	38*	1
147.	5	15	69*	9	-	147.	2	15	67*	12	1
148.	4	16	67*	11	-	148.	6	15	62*	15	-
149.	32	27	4	36*	1	149.	29	25	5	36*	3
150.	39	8	8	10	35*	150.	47	10	6	8	25*
151.	29	26	14*	24	6	151.	34	18	15*	21	9
152.	18*	22	18	19	21	152.	18*	18	16	24	22
153.	5	7	43	29*	15	153.	9	8	44	26*	10
154.	19	16	5	46*	14	154.	21	22	7	31*	15
155.	10	3	4	4	77*	155.	11	3	10	9	65*
156.	8	40*	22	15	14	156.	13	34*	26	15	10
157.	2	5	30	9	52*	157.	5	5	25	19	44*
158.	6	50*	8	10	24	158.	8	38*	12	9	30
159.	11	7	65*	3	12	159.	17	8	55*	11	7
160.	33	31	4	15*	16	160.	26	44	3	11*	11
161.	1	7	7	3	81*	161.	7	6	10	3	72*
162.	3	74*	11	3	7	162.	4	60*	14	8	10
163.	10	26	7	19*	36	163.	22	27	9*	9	30
164.	13*	68	4	3	9	164.	8*	65	6	7	10
165.	29*	21	23	13	11	165.	25*	14	25	17	13
166.	51*	8	13	22	4	166.	33*	18	13	30	1
167.	12	44*	16	11	14	167.	10	34*	17	19	15
168.	12	6	12	62*	5	168.	24	12	12	42*	5
169.	5	8	6	73*	4	169.	7	11	5	65*	6
170.	6	5	4	71*	10	170.	8	6	6	62*	13
171.	5	69*	5	11	6	171.	6	64*	7	8	8
172.	37*	45	5	6	2	172.	31*	40	8	9	6
173.	5	69*	14	7	1	173.	9	64*	9	10	3
174.	9	20	5	13	49*	174.	12	20	5	11	47*
175.	8	46*	4	4	33	175.	7	61*	7	5	15
176.	1	18	65*	4	8	176.	2	20	60*	4	9
177.	19	44*	14	10	7	177.	22	42*	14	11	7
178.	2	9	4	4	76*	178.	1	15	7	3	68*
179.	68*	4	3	3	17	179.	60*	5	6	2	20
180.	4	4	68*	2	17	180.	5	2	69*	3	16
181.	14	24	24	30*	3	181.	17	27	22	23*	5
182.	14	16	6	5	53*	182.	12	20	6	8	48*
183.	12*	22	4	54	1	183.	9*	23	7	53	2
184.	1	16	64*	12	1	184.	3	26	50*	13	3
185.	38*	29	15	6	6	185.	46*	25	12	7	5
186.	9	15	45*	11	14	186.	9	10	53*	12	10
187.	33*	21	14	14	12	187.	20*	23	21	16	15
188.	29	39*	11	7	6	188.	25	33*	18	14	4

POOR

QUALITY

ORIGINAL